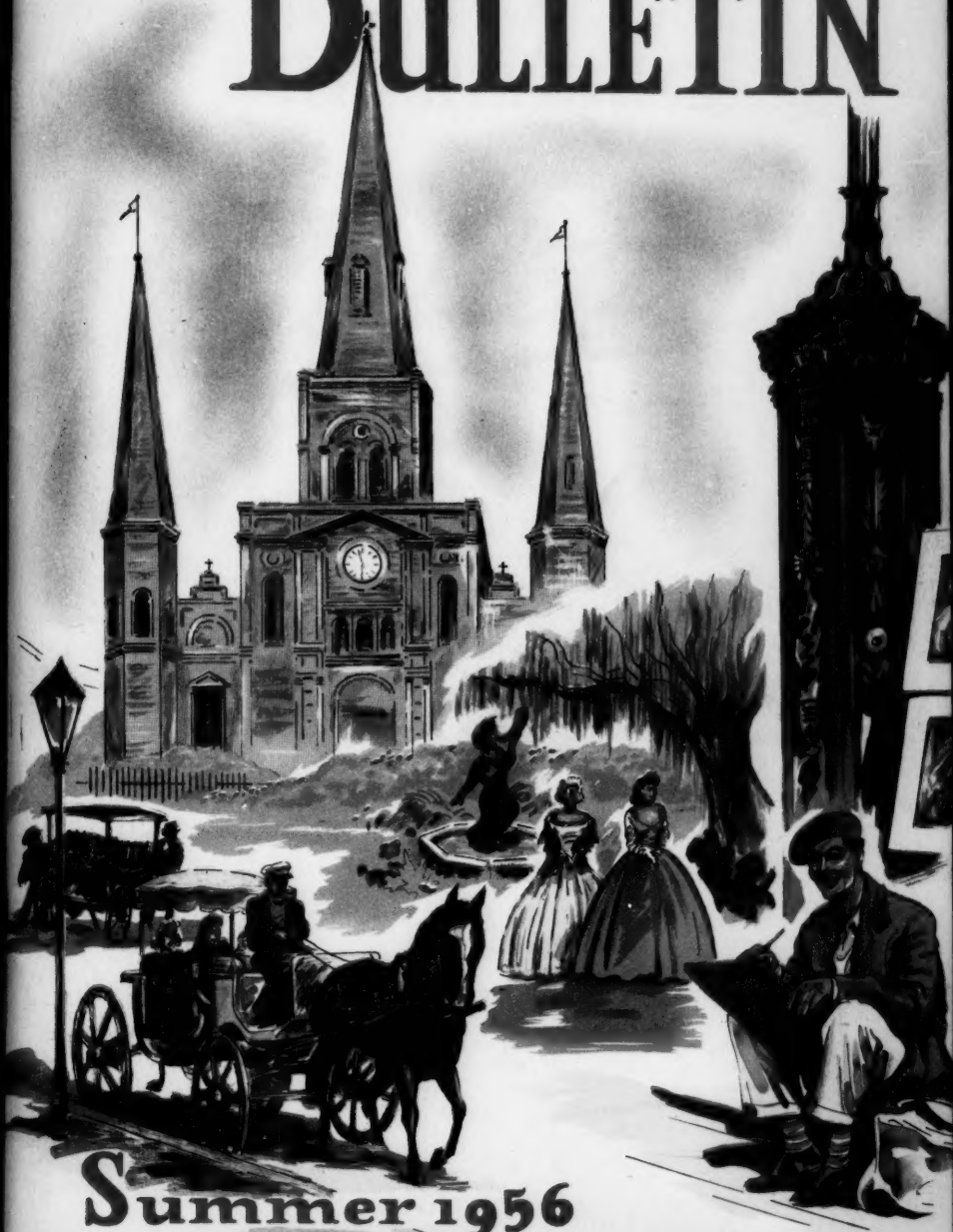
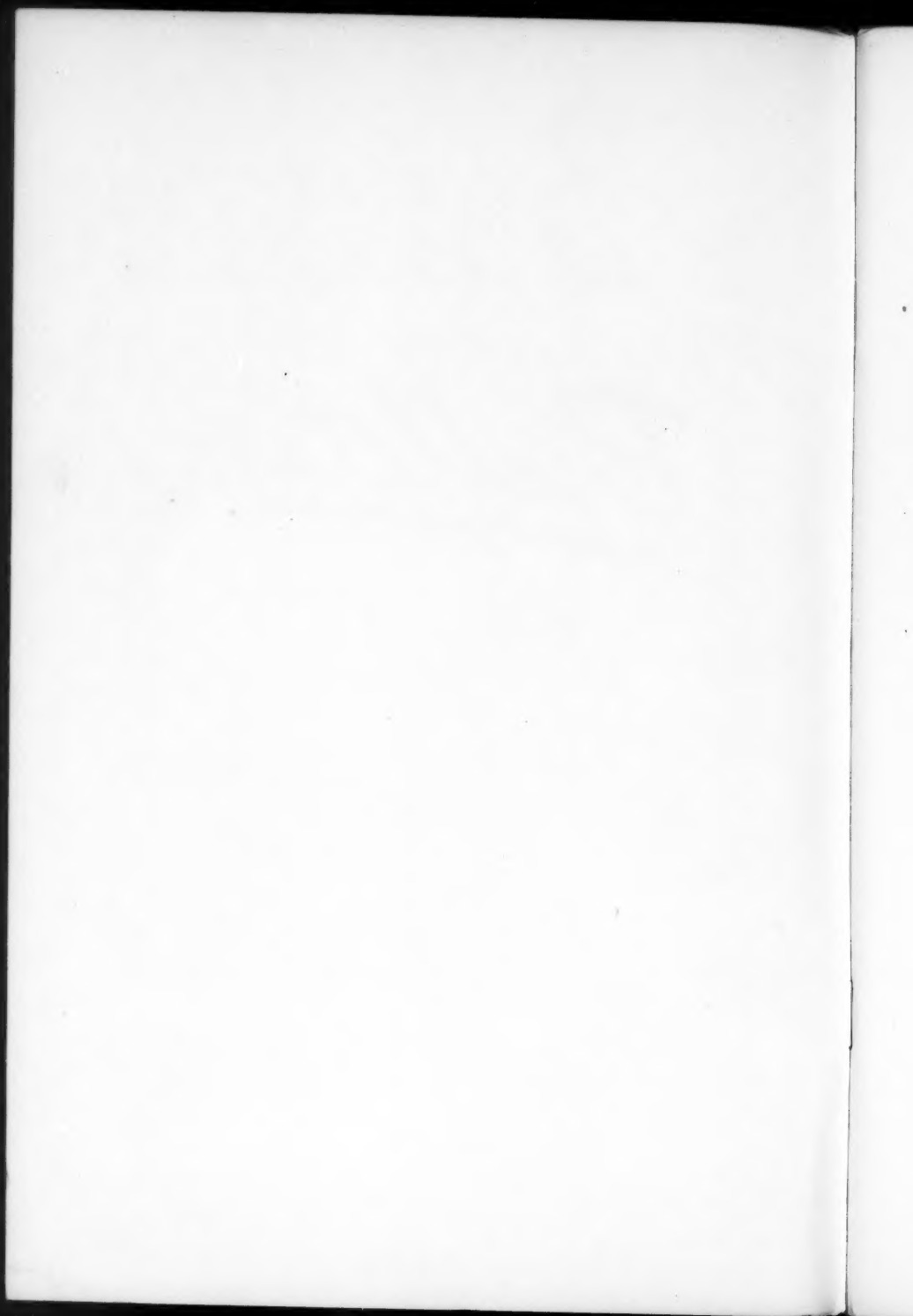


THE DELTA KAPPA GAMMA

BULLETIN



Summer 1956



THE
DELTA KAPPA GAMMA

Bulletin

SUMMER • 1956

The impressions of New Orleans depicted on the cover are the work of our talented artist, Mr. R. M. Williamson of Austin.

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The Delta Kappa Gamma Bulletin

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The author of "Before and After the F (lesch) Bomb" is a member of Mu Chapter in Sioux City, Iowa. You will agree that her analysis of the situation precipitated by the much-talked-of book by Dr. Rudolph Flesch is penetrating. As she indicates, it set the educational world rocking, and perhaps, although it was so destructive in its criticism, the repercussions in the long run, as Mrs. Fireoved suggests, may be good.

From the Eta Chapter of Montana Mrs. Berenice Andrew sends the account of a novel experiment that her chapter has conducted in a community enterprise. To this many people have contributed in interest, in time, and in money. You will agree that her account is interesting and suggests unfulfilled opportunities in many other similar American communities.

Mrs. Eunah Holden is actually the sole author of the article entitled "Dreams Fulfilled." Generously she affixed the names of all the other members of the Committee. However, this is her article and the credit for the full accounting being rendered to the members is hers. Interspersed through the article, as well as on page 51, you will find bits of the interior decoration suggested by Mr. Carl Tidwell, the professional decorator who has aided and guided the Committee in their purchases. These glimpses do not indicate necessarily the final product, because in some cases changes and adaptations have been made. However, in general they give our members a fair idea of what the Blanton Memorial Room will look like.

The Eta Chapter of Oregon claims Mildred S. Boyington as a member. She is not only an active, vigorous, and enthusiastic member of the organization, but she is a fine professional woman as well. Her article on "Griping-A Professional Disease" is timely, pointed, and specific.

We have been indebted many times to Gertrude Robinson, who is a life member of Beta Chapter in Nebraska. Never has she failed to accede to any request. She gives loyally of her time, her interest, her enthusiasm, and her devotion to our organization. She has been a competent national officer; she has served on a number of important committees; best of all, she is a remarkable teacher and exemplifies what we mean by a good active member. Her plea for "Advertising our Profession" follows the theme of several of the other articles in this number. We hope this positive approach from several of our contributors will be provocative of much thinking.

We are familiar by this time with the creative skill of Irene Murphy, who has contributed not only some prose, but poetry as well to these pages. "A Frontier Woman Looks At Her Hands" was suggested by a visit Dr. Murphy made to Mrs. Rosa B. Cragun. Mrs. Cragun was a pioneer teacher of Kingman County, Kansas, who died in May, 1954. You will agree that Dr. Murphy has done her signal honor.

Frances Finley is a member of Alpha Lambda Chapter in Birmingham, Alabama. She has been a competent state president and served with distinction between 1952 and 1954. Her article is also a positive approach to some of the professional problems we teachers could remedy ourselves. "Follow the Gleam" depicts her attempts to find teachers who would respond happily and enthusiastically to the question "What is the best thing that happened in your classroom today?"

In Mrs. Olive C. Wehr, who is Dean of Women at Custer County Junior College in Miles City, Montana, we have a new

contributor. She adds still another eloquent plea to those of the group of contributors who in this issue are trying to point out some of the gratifying aspects of teaching and some of the intangibles which we often overlook and which are so vitally important.

In her concluding article on "Madame New Orleans Presents Her Country Cousin," Carmelite Janvier brings to a close the series of four distinguished articles which have directed your attention throughout the year to the convention city. This article is as delightful as its predecessors. To Carmelite Janvier we express again our gratitude, not only for an eloquent presentation of her native habitat, but also for her unflinching cooperation and acquiescence to our requests.

Elsie L. Bender, who is a life member of the Epsilon Chapter in Michigan, was for many years a member of the faculty at the great teachers college in Kalamazoo. After thirty years' absence, she has returned to Egypt to resume her teaching in a school where she taught a long time ago. Her picture of the contrasts observable after an absence of thirty years is an intriguing and an informative one.

Hong Chun Kim has been in this country for some time studying at various theological schools, and is now completing his work for the master of theology degree at Union Theological Seminary in Richmond, Virginia. Since April, 1952, he has been head of the Department of Publications of the Korean Mission Presbyterian Church in the United States. He possesses a doctorate from a Japanese university and is rated as a competent and versatile scholar. He is one of the Korean fellows whom your money has helped to give opportunity for study in this country.

Before and After the F(lesch) Bomb

NELLIE M. FIREOVED

WHAT would we do if a bomb should burst in the midst of a busy traffic area?

First, we'd try to defend ourselves from the danger and secondly someone would try to subdue the explosion as soon as possible. The police and/or the F. B. I. would spend some time trying to find out who planted the bomb, but they might spend more time trying to find out the motive of the person who had the desire to do such a deed, so as to prevent a repetition of the act by others of like-mind.

The education field has progressed for centuries by the impetus

of such explosive situations as Dr. Flesch's *Why Johnny Can't Read*, consequently the progress has been spasmodic. Education progress through the ages has been something like road-building through mountainous terrain. Every so often, dynamite is employed to clear the way. Even after a passable road has been chiseled and blasted out of the hills, new modes of travel require that curves and up-grades be removed. More chiseling and dynamite is then needed. Likewise, our "educational road" will probably always need a stick of dynamite now and then to fit growing populations and new learning requirements.

Examples of the force of dynamic ideas are easily recalled when we look back through the centuries. In the 1700's, Rousseau shocked the educational world by advocating less rigid discipline in teaching young children. Rousseau's "unheard-of nonsense" set in motion Pestalozzi's new teaching procedures. He shocked the schoolmasters by advocating the use of real objects and field trips for teaching geography. He was even so bold as to take his class of boys out along the river to study land-forms. The critical tongues of his fellow teachers were sharp in condemnation of such "new foolishness." The tongues of the public would have been equally sharp but for the fact that few could read or comprehend enough to know what was going on. After this time rigid formalism began to weaken in the classroom.

In 1835-40, Froebel threw another bomb into the well-planned drill routines of the school by promoting free activity as a means of directing the learning of small children. There was much criticism of Froebel's kindergarten. Later, kindergarten teachers listened to the critics and consequently modified and improved the learning activities to a more acceptable pattern. At the same time the public listened to the school and gained more understanding of the values of learning through the activities used in kindergartens.

Each really new idea in educational method has grown out of a need, a criticism, or a situation

which pushed teachers to try new plans. However, much of the progress has been generated within the profession and not by a popular professional writer with a limited knowledge of school procedures, as Dr. Flesch. But we must admit that he is an expert and a professional at knowing how and when to court public attention for his own publicity and profit.

What factors have promoted the present interest in schools? If there had not been some interest, would critical articles and books such as *Johnny* have been published? Writers must have a nucleus of interest to which to appeal in order to sell their ideas.

At first though, we may say that teacher shortages and building shortages are responsible, but is that all?

Are the American people becoming more conscious of the benefits of reading, and are they becoming more school-minded? Are there less obvious reasons back of the growing interest?

Some of the following present-day situations probably have contributed to the public's interest.

(1) There is a demand for more trained personnel in sciences, engineering, merchandising, and for research workers in nearly every industry or profession. (2) Social changes require more years of schooling. A recent editorial referred to this age as a "complicated age", and voiced the opinion that more years of schooling were evidently needed by everyone as a

preparation for modern living. The Negro-white (non-segregation) problem and many other school and social problems attract the reading public's attention. (3) Big Business seeks top-flight ability. The Horatio Alger Boys who rose from boot-blacks to factory presidents would have to do lots of studying on the way up or they'd not arrive today. Two examples of industry's hunt for trained workers are (a) the National-Merit Scholarship Corporation of McGraw-Hill Publishing Company, which is given to high school graduates, and (b) the Council for Financial Aid to Education (4) Another great factor in interest in education is education itself. As more people must have more schooling to make a living, so more people see a reason for doing more reading and thinking. True, they may not think correctly, in our opinion, but even erroneous thinking awakens enough interest to give new ideas a chance to slip in.

And so the time was ripe for a book like *Johnny* to become a best-seller, and it was on the best-seller list for thirty-nine weeks during 1955.¹ Some say Dr. Flesch was just trying for another best-seller—which is not an unpardonable sin. But the real answer probably lies in the title. Many parents were caught by the title because their own Johnny couldn't read, and they felt that his success in life was related to his ability to read. Any parent whose child can read will be unlikely to

spend money for a book explaining why he can't! So there must be many who can't read, judging by the sales of Dr. Flesch's book.

As one fire leaps out to start another, so Dr. Flesch's book promoted the growth of school-mindedness. This increase in school interest has so many sources that only a few may be mentioned.

(1) Compulsory attendance laws were once opposed, but are now accepted to the extent that children are generally expected to be in school until the middle teen-age.

(2) In the last twenty-five years high school attendance has become the accepted pattern all over America with the exception of remote areas and in certain lower-economic groups. A high school education is the basis of more and more wage-earning positions.

(3) College education, or further schooling beyond high school has become a seeming necessity for many and the accepted pattern of action for others.

(4) Reading skills are considered necessary in order to participate in any gainful employment.

(5) "School-itis" has become the common idea of modern America. We have schools of so many varieties that those "real teachers of the Flesch tradition" would be perfectly amazed at the things people need to learn besides "unadulterated phonics." For example we have schools for church ushers, seeing-eye dogs, maid service, tractor drivers, beauty schools, charm schools, and schools of instruction for every

¹ *Time*, January 9, 1956, p. 52.

organization in the social calendar, including our own Delta Kappa Gamma.

(6) Another factor which leads the public's attention to education is the competitive spirit in school, community, economic, and social life. If school success will promote Johnny's status in any of these situations, his fond Mama certainly wants him to learn his p's and q's.

(7) Reading dominates every activity to a much greater extent than ever before. Compare your grocery shopping task now with that of the shoppers in Abe Lincoln's days—think of the reading that both you and the clerk do! "Which brand and variety of beans will you have today, Madam"—and you *read* a half dozen labels on the shelf. But in Abe's store, you just said "Beans, please," and he scooped up some out of the one and only barrel that contained beans. And did Abe give you a coupon to *read*, and a sales tax slip to *read*, and a list to *read* and sign for a prize sack of corn meal? "O, no." As one of the common people, you couldn't have *read* that much anyway, even if the McGuffey readers had been on your parlor table.

The growing school-interest is a logical result of the scientific age.

With words, words, words, everywhere around us to be read, the stage is set for criticism. Add to this situation the commonly known factors of schoolroom shortages and teacher shortages. Had this occurred years ago, we'd have kept the children at home to make apple-

butter, knit stockings, make quilts, husk corn, herd the cows, oil the harness, etc. But today—what can we do with them at home? This sounds foolish, doesn't it? And it is! But the simple fact is that changes in living conditions and the scientific age have set the stage for interest in learning—not for the higher economic group, but for the masses—all of America.

Truly, "The Colonel's lady and Mrs. O'Grady are just the same under the skin" in their desires for their children's success. Isn't this a product of democracy?

With this background of public interest in education, let us analyze the "F" Bomb of 1955.

There are at least five major errors in the book. Comments by the best of reading authorities show a common agreement on this fact.

The first major error in Dr. Flesch's book is that, "Children today are not learning to read." The facts are, Johnny *can* read. This is proved by an examination of the facts in respect to the amount of reading being done today by the American people in comparison to that done 50 years ago.

The first movement toward the improvement in the method of teaching reading began about 1900. At that time the population of the United States was 75,994,000. By 1950 it was 150,697,000, or an increase of 98 per cent. In the same fifty years the circulation of daily newspapers in the United States increased 261 per cent, so Johnny must have been reading. During

this same half century, public libraries reported an increase of circulation of over 300 per cent, so Johnny must have been reading many books.

The United States Bureau of Census figures show that in 1870, one-fifth of our population was illiterate. By 1900 this per cent had been cut in half; by 1950 it had dropped to 3.2 percent. The estimated figure of October, 1952, was 2.5 percent. Surely Johnny is reading.

The second major error made by Dr. Flesch is in his definition of reading. "Reading is the saying of sounds of words." The facts are that reading consists of more than "word sounding", for it must involve understanding of the ideas expressed. Dr. Flesch gave examples to prove that phonics enabled children to read at sight, and also told how well he himself read a foreign language by phonics although he "didn't understand a word of it." Was he really reading?

The third of the Flesch errors is that "Reading in most of the United States schools is taught by the *word method*", and the fourth error is that "Reading instruction includes no phonics or at best 'incidental' phonics only."

The facts are that reading is taught by a combination of methods in most United States schools. Among recognized authorities there is a general agreement that over-emphasis on any one method of teaching reading is unwise, unsound, and ineffective.

A review of changes in teaching methods of reading since colonial days concludes that a combination of methods is favored in nearly all American schools today.

The fifth main error made by Dr. Flesch pertains to his belief that European schools have no problem readers because they use the phonics method.

Dr. A. I. Gates refuted this statement and quoted from research results compiled in England, which indicated that 15 per cent of the pupils had serious reading and spelling disabilities. (F. J. Schoenell's report, 1942). John Duncan, of London, studied poor readers in 1953 and urged more rational methods of teaching reading than phonics alone, which he termed "barking at words", and which he said was "unsuitable for any pupils, especially the slow learners."

Dr. W. S. Gray has studied methods, procedures, and needs in many countries of the world under UNESCO, and reports a growing dissatisfaction with the use of the phonic system alone, even with languages that are far more consistently phonetic than our own.

What are the reverberations from the F (lesch) Bomb? The first to be noted is the public reaction which was well recorded in the press.

Education associations had been trying to get articles on education in as many publications as possible. Dr. Flesch got results in a flash, and with startling reader-coverage. More

than 125 newspapers across the nation ran the book as a serial.¹

A brief survey of periodicals showed articles on *Johnny* and related education problems in some surprising associations, including periodicals read by the business executive, the casual reader, and the small-town retired farmer. The following list of references illustrates the variety of publications in which comments were found.

1. *Nations Business*, January, 1956, p. 17.
 2. *Business Week*, December 17, 1955, p. 144.
 3. *Chicago Daily Tribune*, December 28, 1955.
 4. *Wall Street Journal*, January 4, 1956. This was a full-page, illustrated article entitled, "Maggie Can Read", by John Crosby.
 5. *Los Angeles Times*, August 25, 1955.
 6. *The San Francisco Examiner*, June 5, 1955.
 7. *Reader's Digest*, September 1955, p. 169.
 8. *Akron (Ohio) Beacon Journal*.
 9. *U. S. News and World Report*, November 25, 1955.
 10. *The Des Moines (Iowa) Register*, Sunday Comic Section, October 16, 1955. The strip entitled "Sister" had a clever rebuttal of *Johnny's* reading.
- Could we ask for *more* publicity for our profession? Notice, that I did not say *better* publicity.
- A second reverberation from the F (lesch) Bomb was that found in attitudes toward the subject.

As to the type of public reactions in the multitude of articles published, we have three general types of response, as might be expected.

The first group consists of those who agree wholeheartedly with Dr. Flesch. This group seems to include people who are not in the habit of reading deeply and evaluating carefully in the field of education. Others are learned people whose specialization has been in academic fields totally unrelated to that of the teaching of reading. One such specialist blames today's weaknesses in reading upon "the childish play activities used in kindergarten and higher grades." This person also claims that European children *work* at school and "stretch" their minds while American children "only *play* at school." Others who agree with Dr. Flesch seem to feel that at last they have found an alibi for the poor reading of their children. They are happy to have found a "scape-goat", or a quick cure for their child's deficiencies.

The school must admit that some of these attitudes are justifiable, but surely the school is not justified in accepting Dr. Flesch's criticisms as universally true.

The second type of reaction is from those who try to give both sides of the argument. In *This Week* magazine (June 19, 1955, p. 7) is found an article entitled "The Great Parent Teacher Debate: Are Our Children Learning to Read?" by Jhan and June Robbins. This article gives both sides of the ques-

¹ *Time*, January 9, 1956, p. 52.

tion and if parents are not too prejudiced they could get a correct viewpoint from it. The Robbins authors sum up their article by saying that they think the current reading controversy is a healthy one. They give this advice to parents, "Don't undermine your child's faith in his school. He is going to be there a long time. He needs to be proud of it!"

Time magazine takes a similar view in an article entitled, "The First R," and explains the reading methods that are commonly used in our American schools. (January 9, 1955, p. 52.)

The third reaction is mainly by school people who explain to the public wherein Dr. Flesch is wrong. They are helping to educate the public as to how reading is being taught.

Examples:

Dr. Arthur I. Gates discussed "Why Mr. Flesch is Wrong", in the *NEA Journal*, September, 1955. Dr. Gates stated that close reading of Mr. Flesch's book makes it apparent that his aim is to discredit American education in general. And no attack has yet appeared which is more flagrant in its misrepresentations of the facts.

Ray C. Sutliff, staff writer of the *Akron (Ohio) Beacon Journal*, helped the teachers by his headlines, "Dad's School Wasn't Perfect", and continued by saying that schools in that area of Ohio were not taught as Dr. Flesch stated, and further deflated Rudolf by saying that such complaints were 25 years

out of date.

There were plenty of problem readers back in Grandma's day—they just weren't properly diagnosed. Pupils often failed in reading in the third or fourth grade, got discouraged, and quit. Others just never got to school at all. Now, thanks to strictly enforced compulsory attendance laws, schools must handle these pupils.

Finally we may refer to a report compiled in 1949 by the American Education Research Association, based on 230,000 reading scores from 60 communities, which indicated that our children are becoming steadily better readers.

The victims of Dr. Flesch's half-truths are the efficient and sincere teachers and school administrators. They are practically condemned without trial. Their best defense is continued good teaching and the continual improvement of goals of learning in the fundamentals. However, the public must be educated to realize that as population problems and mass education increase, we will be unable to lead each child to achieve the same goals in basic subjects. There will have to be recognition of the value of individual differences and achievement on each one's level.

The casualties of Dr. Flesch's book are the ineffective teachers. Now and then there are situations in which casualties are a desirable result. In this case, we should not complain if insincere, disinterested, and unskilled teachers meet with dismissal or are required to do

better work. We recognize that it is a social crime to cheat a child out of the opportunity for development of his innate abilities. One good result of "bombs" is that they clear away useless debris. Perhaps the F (lesch) bomb may do a service in this respect.

Real casualties are those teachers who will be discouraged or perhaps unjustly dismissed because of false accusations and for being expected to teach Johnny to read when he has mental, physical, or environmental handicaps which hamper his success in that skill.

There are many possible benefits of the present high interest in Johnny's reading. The public may learn how reading is taught, some of the factors which make the teaching of reading difficult, and

some of the problems of mass education.

School people have learned that we must find ways of informing the public about school problems and teaching procedures. We must find ways of having more personal contact with parents of problem children and with the general public. Our teaching techniques must be constantly improved and consistently followed.

We can not close this discussion by dogmatic statements that Johnny can read or that he cannot read, but we must evaluate the progress of each individual Johnny. Parents and teachers must forever shun complacency and forever ask themselves this question, "How is Johnny coming along now?"



A Novel Experiment in Community Enterprise

BERENICE M. ANDREW

AN ALMOST unnoticed, but remarkable change in the status of the teacher as a member of the community is taking place. Not many years past, the teacher was only a temporary dweller among permanent residents and property owners. Usually young, and quite attractive, she was an object of curious eyes on her first appearance in public. Her rooming house was often selected for her. It must be respectable. Lucky for her if it were in a friendly home for she must spend most of her idle time in it. She could teach a Sunday School class and it was hoped she could sing in the choir, or play the piano for church. But woe to the teacher—man or woman—who was too active socially, or expressed an opinion on a controversial subject, or who had any ambitions to remain in the community as teacher and a citizen. Fortunately all these ideas of teacher separation from

civic responsibility are dying. Today many teachers own homes, pay taxes, belong to church, and other organizations. With longer tenure of position teachers become concerned with civic problems. Their talents and training in leadership are adding rich elements to society.

Delta Kappa Gamma has worthwhile educational purposes and objectives, but it could, with profit to itself and to the community take a more active part in projects not fundamentally related to education. New zest could be aroused in many chapters if live problems were on the agenda. Every chapter has members who like to have a new approach, so a more vital participation by the membership could result. At present from the viewpoint of the public, we are only one more educational group working on educational problems. If we could take an effective part in advancing the progress of our towns and cities, the



average local citizen might not be saying: "What is Delta Kappa Gamma?"

As a community project, Eta Chapter of Alpha Mu State, in Missoula, Montana has been working for the restoration and preservation of Old Hell Gate, a trading post established in 1860, which was the beginning of Missoula. Eta Chapter had three objectives: First, to preserve the buildings and the history of the site; second, to acquaint tourists with the early background of Missoula; third, to honor the pioneers.

Whitened logs, lying in ruins mark the location of the little, rough, tough village which witnessed much of the early history of Montana.

Prior to 1860, and resulting from explorations, missions, fur trading,

and gold discoveries, many permanent settlements and considerable organized government existed in the Northwest. In the Flathead, Deer Lodge, Bitter Root and Clark's Fork Valleys, converging at the present site of Missoula, were farmers, missionaries, prospectors, and many Indians.

In 1857, as a protection to these settlers, and for transportation of troops, the United States Government began the construction of the Mullan Road from Fort Benton, Montana, to Walla Walla, Washington. The surveyor and engineer for this road was Lt. John Mullan, who in 1953 said of the Missoula Valley, "We came down the river (Clark's Fork) on a good road past the Big Blackfoot Fork: There is a beautiful prairie bottom, well grassed called Hell's Gate by Flat-

head and other Indians because here the Blackfeet have committed many murders and robberies, it being the debouch of the defiles of the mountains and where Indians are generally found and must pass in going to the buffalo hunt east of the mountains."

The name Missoula has an interesting origin. Father Pallidino said the original Indian word was "Lem-i-sul-etiku." The radical "is-sul" means cold, chilly, surprise, fear or ambush. "Etiku" means water. The name, of Flathead Indian origin, was applied to Clark's Fork between the mouth of the Blackfoot River and the mouth of the Flathead. French speaking Iroquois and trappers translated the word as "Porte d'Eufer" or Hell's Gate. White men using the original Indian word developed the English "Missoula."

By 1860, when the story of Old Hell Gate begins, the commercial advantages of the Missoula location were apparent. Two enterprising men, Frank L. Worden and Christopher P. Higgins in that year arrived from Walla Walla, Washington over the Mullan Road with sutler's rights to trade with the Indians bringing with them wagon loads of merchandise. They stopped at a spring on the north bluff of the Clark's Fork about four miles northwest of the present site of Missoula. Using cottonwood logs they erected a store and store house. Other buildings came later—a blacksmith shop, boarding house, a saloon, and dwellings. Catholic

missionary zeal promoted the construction of St. Michael's Church, the first church for whites in Montana. Thus, Hell Gate, a supply depot on the Mullan Road and a trading post for pioneer families was established. Nearby was Council Grove, where in 1855, Isaac Stevens made a famous treaty with the Selish Indians. At this post occurred the first marriage of whites in Montana, the birth of the first white child, the first jury trial, the first coroner's jury hearing, and the hanging of four road agents. Missoula was the first county organized in Montana, and Hell Gate was its county seat.

Hell Gate existed as a community until 1865 when the firm of Worden and Higgins moved upstream to the present site of Missoula.

St. Michael's Church continued to function until 1873 when it was moved to Missoula. The other buildings were converted into store houses, granaries, and barns. Some were torn down and used as fire wood. Fortunately, the original owner of the land had a sense of the historical significance of the spot. He specified that the store and store room should not be destroyed or moved. Now almost one hundred years old, they challenge the present generation not to forget.

Beginning in 1950, a committee from our chapter brought together local historians, business men, and others interested in Montana history. These people were promised

the site of Hell Gate as a gift from the owner of the land. An acreage was surveyed and the title cleared. As these activities covered considerable time, in the interim, we became interested in having a local artist paint in oils, a picture of the post as early photographs and writers depicted it. This picture has been displayed in downtown windows and hangs today in the lobby of the Hotel Florence where it is viewed by hundreds of tourists each summer. It was purchased from the artist, through our efforts, by a prominent business man and when Missoula has an historical museum will be given to the museum. The picture has been examined by local and visiting artists and pronounced good.

The artist who painted the picture has been inspired to paint other historical pictures—one of Gilman's Ferry, used in crossing the Clark's Fork, and another picture of Council Grove where Isaac Stevens made his treaty.

As a further outgrowth of our work we sponsored an art exhibit of this local artist which was well-attended and resulted in the sale of some of his pictures.

The trail of the old Mullan Road east of Missoula at one time was paralleled by a portion of Highway 10. Recent improvements in the highway left the trail. Years ago the trail was marked by a monument of Lt. John Mullan. This monument was also left standing several yards back from the highway where travelers never saw it.

Eta Chapter, in co-operation with Missoula officials had the monument moved to Front Street which is a part of the Mullan Road. It is now at a much used intersection where it is seen by tourists and citizens.

The story of our efforts suffered a dark interlude when the land was sold and we could no longer get the site as a gift. There are those who would develop the spot as a commercial exploration. Eta Chapter hopes this will never happen.

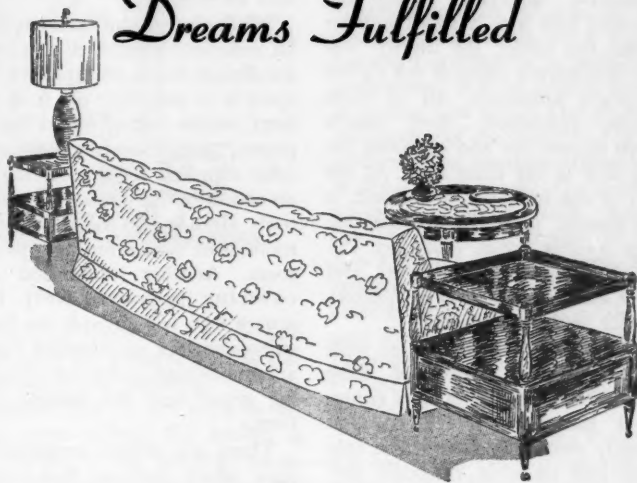
Today we are working with the Director of State Parks who is trying to secure funds through the State Legislature for the purchase of scenic and historical spots to be developed as state parks.

When the time seems propitious we shall give the director our support. Probably this support will include the raising of money for the purchase and restoration of this old post.

Although we cannot boast of having completed our original purpose, that of restoring Old Hell Gate, we have added to our knowledge of the early history of this region, we have made contacts with local and state men and women, we have aided in the organization of an historical society, we have inspired artistic effort, we have given ourselves a feeling of belonging to the community. There are residents of Missoula and of Montana who now know that Eta Chapter of Delta Kappa Gamma is an educational society with civic responsibility.



Dreams Fulfilled



THERE is no mistaking the identity of the attractive pink and white brick structure which graces the corner of Twelfth and San Antonio Streets in Austin, Texas. In mounted, cast-aluminum letters is the legend: The Delta Kappa Gamma Society.

Construction of the permanent headquarters, begun in July 1955, was brought to completion early in April 1956. Shortly afterwards, the personnel and office equipment were moved from 1309 Brazos Street to the new location.

Any Delta Kappa Gamma who approaches the shaded entrance to the building will sense the friendly

welcome of the broad, plate glass doorway framed in exquisite, pink marble. Soon she becomes aware that the marble wall of the patio (to her right) extends beyond the glass front to become the wall of the foyer inside—a most distinctive feature.

Once within the deep carpeted entrance, the person will be impressed by the classic lines of the receptionist's desk. There she may inquire the identity of the rooms along the corridor opening from the end of the foyer and locate the person she has come to see.

The first room on her right is beautifully finished with walnut

bookshelves. Through the window-door unit can be seen the landscaped patio. This room with its charming outlook is used by the Executive Secretary. Along the paneled hall are: a small powder room, five offices, the library, and the Treasurer's office at the corner—equally attractive. All of these rooms, combined, cover nearly 2,000 square feet and comprise the east side of the main floor. At the end of the hall, but to the left, is the present mailing and membership records room (1524 sq. ft.) which brings the total work and office space on this level to approximately 3500 square feet.

The visitor will be pleased with the functional aspects of these rooms. New, gray, steel office equipment has been added to that already owned. Well-arranged cabinets and shelving, electrical outlets, adequate fluorescent and natural lighting, Venetian shades, and the inter-communications system—all make for pleasant, efficient working conditions. The furniture previously used now appears smart and decorative in its new upholstery. Colors of walls and floor tiles harmonize with the charming decor with distinguishes each room. Although a few of these rooms lack equipment, they are as well furnished as funds permit at this time.

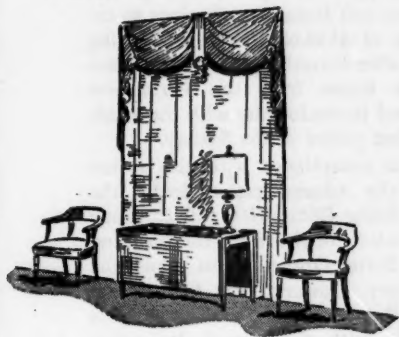
Returning toward the front of the headquarters, the Delta Kappa Gamma member now finds the side entrance into the hall. Then, in succession, she sees: the elevator shaft; small, service closet; women's

lounge; kitchen connecting with the Annie Webb Blanton room; men's rest room; and large fire vault. Next are the few steps down into the foyer.

While the ground floor could not be completely finished because of insufficient funds, much of the floor space is in use. Here are four, very large rooms caring for storage of paper, publications, and other office supplies; for the heating and air-conditioning units; for garden tools. Here is also the janitor's rest room and an unfinished powder room. Another unfinished area covering approximately 1465 square feet, will provide for future expansion. Six automobiles can be accommodated in the covered parking space near the loading platform.

There are several unmistakable signs which indicate that women helped to plan this structure. One is that nearly every room has a closet. Another is that every inch of space is put to use. The hall, for example, offers more than its 18 doorways. Along one wall are three, paneled, lighted cabinets in which the pioneer teacher figurines, the silver trowel used at the cornerstone laying, and other cherished possessions of the Society are displayed effectively.

Viewed from the San Antonio Street, the west side of the building is U-shaped and particularly interesting in design. Windows on both floors look out upon a lovely, enclosed garden. Possibly sometime a fountain will become the center



of interest there for people who pass along the street or use the side entrance to the building.

To the left of the foyer is the large room (49x24 ft.) known as the Annie Webb Blanton room. Here the Administrative Board will meet and social affairs will be held, although the room is regarded as a memorial to the Founder of the Society. Special ceiling lights illuminate her portrait hung in a shallow niche at one end of the room. Many windows open the opposite end to take advantage of the view of the court below.

At the time of Dr. Blanton's retirement \$5,000 was contributed toward furnishing an Annie Webb Blanton room. Recently this fund was spent to provide: a luxurious, wool carpet (with hair pad); fortisan, glass curtains; damask swags; mahogany conference table with console ends; and a sofa. State or-

ganizations are giving money for additional furnishings in order that, eventually, this spacious room may indeed be "a thing of beauty and a joy forever".

Reflecting upon all that she has seen, the member of Delta Kappa Gamma has difficulty in listing her preferences. Is it the artistic library in walnut and aqua? The gracious informality of the eating end of the kitchen? The business atmosphere of the mailing room? The modern styling combined with ageless beauty of appointments in the Annie Webb Blanton room? The landscaping which embellishes the architectural features of headquarters? Fortunately, no decision need be made; for all of these wonderful acquisitions belong to each Delta Kappa Gamma.

Naturally the Building Committee has taken every precaution to select materials which will assure long service, a minimum of upkeep, and a maximum of protection. Among these are: a 20 year, bonded, Type AA roof with copper flashing; acoustical plastering in offices; fiberglass insulation; "non-slip" terrazzo and ceramic tile floors; wire mesh between iron railings to top the retaining wall; vault door with relocking and inside escape devices.

The question frequently asked of the Building Committee is, "How could you buy so much with our money?" The answer is not a simple one. Economy without sacrifice of quality resulted from: asking for competitive bids on many

items, repeated comparisons of prices asked in various localities, pooling experiences concerning products to be purchased, weighing desires against needs, and paying cash. The pay-as-we-go policy, made possible by the generous and prompt membership, was of tremendous value in effecting economies.

The Building Committee has also been fortunate in its dealings with all participating firms: with Kuehne, Brooks and Barr as architects and supervisors of construction; with the contractor, J. M. Odom, who took a personal interest in providing expert workmanship; with the interior decorator, Carl C. Tidwell of Bird-Scheib Inc.; with C. C. Pinckney in charge of landscaping the grounds.

Judge Hart advised the Committee concerning the allocation of monies, specifying what costs must be paid from the \$150,000 voted by the Boston Convention and which items could be secured from funds contributed in excess of that amount.

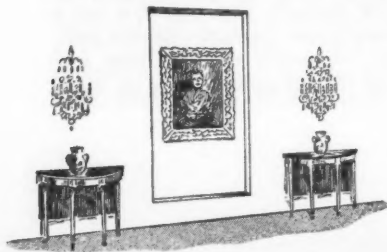
In general, all expense incurred with the erection of the basic structure, legal costs, fees of architect and lawyer, expenses of the Committee of 52 and the Building Committee came from the \$150,000. The cost of site work (retaining wall, grading of lot, iron railings, etc.), electric light fixtures, office

equipment, shades, landscaping, and part of the furnishings has been met from contributions in excess of \$150,000. The refinishing of office furnishings and equipment was borne from the Permanent Fund in conformity with the established policy of the Society.

In compliance with the action of the Administrative Board, the Building Committee will continue to select furniture for the building as State Organizations send the money. However, the functioning of the Committee will come to a close with the formal dedication on August 3, 1956. A complete report of the headquarters project will be made to the New Orleans Convention.

Heine once said, "In old days men had convictions; we moderns have only opinions and it requires something more than opinions to build a Gothic cathedral." Members of the Building Committee can verify his statement. It has taken convictions born of hard work and long deliberation to amalgamate the services supplied by modern appliances and materials, the conveniences designed by the architects, and the beauty dreamed by the decorators into a headquarters for out international offices. We trust it symbolizes the fulfillment of your dreams.

Josephine Frisbie
Margaret Boyd
Stella Traweck
M. Margaret Stroh
Edna McGuire Boyd
Eunah Holden, *Chairman*



Gripping . . .

A PROFESSIONAL DISEASE!

MILDRED S. BOYINGTON

PROBABLY the most undermining of professional diseases is "gripping." It is the type of disease which is contagious, for it infects anyone whom it touches and there is no predicting where it may attack! And, like leukemia, many people do not realize that they are victims until they have completely lost their morale.

Medical science has made extensive study in the attempt to discover ways and means of treating such dread diseases as cancer, poliomyelitis, or multiple sclerosis. The members of this profession recognize the

need for sound physical health. But, what are teachers, as a professional group or as individuals doing about sound mental health? We all accept the fact that sound mental health depends upon the elimination of such bad habits as general gripping; however, too many times we assume that we are not guilty and that the habit is characteristic of our colleagues. How safe it is to be immune to such bacterial

We do not condemn the wholesome discussion sessions wherein it is possible to bring out "into the open" the problems that are gen-

eral in nature and may be solved by general discussions in which the entire staff participates. It is the petty criticisms of individual teachers whose selfish desires motivate their remarks that worry all self-respecting teachers.

Griping is like malaria. It needs a breeding ground! Malaria breeds in or near swamps; but the swamps of the teaching profession are equally productive if they are allowed to go untended. Specifically, these "teaching swamps" are not limited and, too often, they are the lounges, the lunch rooms and "after-school coffee sessions"—places where teachers congregate for a quick chat. Occasionally these meetings are fruitful; however, it is not difficult for us to acknowledge the futility of such discussion and to emphasize that the back-biting which frequently develops is far too injurious to tolerate in any situation.

In our school, we have made a genuine attempt to meet this very human problem. (I might say here that we are very fortunate in having sympathetic and understanding Administrators. First, it has always been our custom to elect, by general faculty vote, a Cooperative Committee. These people act as a general liaison between the teachers and administration. Any problem may be taken directly to either of these groups. If the question is worthy of discussion, it is presented to the entire faculty. Recently a problem that was handed adroitly by this arrangement con-

cerned the resignation of a fellow teacher. The Principal called the committee together and gave them the information that the City Administration considered wise for the teachers to know. The committee then channeled it to the teachers and thus brought an end to the concerned chatter that accompanies a situation of that kind.

Some problems are referred to the Curriculum Committee, e. g.

PROBLEM:

How can we improve the written and spoken English of the students of Roosevelt High School?

The Curriculum Committee made the following recommendations to the faculty: after due consideration, all were accepted.

1. Each teacher should be responsible for teaching the basic vocabulary (both spelling and pronunciation) and idiom for the particular subject being taught.

Note: Pupils should be taught the use of resources to which they should refer for such information, such as dictionaries, glossaries, etc., to establish independence of each young person.

2. Each teacher should be responsible for requiring acceptable written work with special attention to legibility, neatness, spelling, structure, etc.

Note: It is suggested that re-writes be required in establishing this to the extent which is deemed advisable by the teacher. In some instances (such as mathematics) corrections on papers returned will be better suited.

3. Each teacher should be responsible for helping to build in his students an awareness of correct speech, and to encourage the practice of correct form.

Some problems are referred to committees whose personnel is both

students and teachers. Here is one that has worked out satisfactorily as a result of this committee's work:

PROBLEM:

To aid in the alleviation of noise in the halls during lunch period.

Solution:

1. Students, during their lunch hour, shall be limited to the following areas: cafeteria, noon movies in the auditorium, social rooms, library, and the campus. Students shall not eat in the halls. Lunches shall be eaten in the cafeteria, or when the weather permits, on the campus. Beverages purchased in the social rooms or cafeteria shall be consumed in the area purchased. Lavatory facilities shall be available only in the lower floor or the gymnasium wing. Students must use gymnasium wing doors only to go to the lavatory or to the social rooms.
2. For the initial period of this change, we recommend that the administration, with the assistance of the student council, will patrol the area. After the initial period, the patrol duty should be taken over by student government.
3. Students who fail to abide by these regulations should be penalized for violation of school rules.

Still other problems are handled completely by all-student committees. In fact, we allow the students the "privilege" of handling any problem that they are capable of deciding. To date, two problems that they have handled beautifully are (1) all-school elections, and (2) campus maintenance. Here is a situation that has concerned the students for some time. I am indicating the problems together with their solution; I cannot, as yet, give the results because it has only been in effect such a short time. Suffice it to show that the students are on

the right track and this is evidence of excellent citizenship.

PROBLEM:

Hall Traffic to Assemblies.

Solution:

The Student Council and the Registration Room Presidents, in an effort to reduce the dangers of traffic when assemblies are called, have permission to try the following experiment:

1. When the bell rings for the next assembly, all students on the first floor and the portables will walk to the auditorium by whatever route they choose.
2. Three minutes later, another bell will be rung, and all students will walk from their second floor classrooms to the assembly. They are to go down the nearest stairs to the first floor and proceed by whatever route they choose to the auditorium.
3. For the next assembly, the second floor people will go on the first bell and the first floor people will wait for the second bell. Students on first and second floors will alternate thereafter for assemblies.
4. The Lettermen will place members at key positions along the route to the auditorium to prevent running and crowding and to assist in keeping traffic flowing in a safe and efficient manner.
5. The Registration Room Presidents and the Student Council respectfully urge cooperation from everyone.

We are exceptionally proud of this system. Perhaps it is workable because we have cooperated over the years to establish a regard for the desires and hopes of others—whether it be the students, the teachers, the Parent-Teacher-Student Association or the Dad's Club.

To complement this in-school plan, we have another whose primary purpose is to establish better understanding in the community.

This time we actually reverse our attitude. Several times during the school year, we encourage that which borders on "gripe sessions" with the Parent-Teacher-Student Association and the Dad's Club. We know that many things concerning modern education perplex parents and rightly so. For them to give mature guidance to their "bewildering offspring" they must know the policies of the school and why it does the things it does. At specified meetings, the parents are encouraged "to air" anything that is not of a purely personal nature. For instance, at one of their meetings, the mothers were greatly concerned about their daughters being allowed to wear pedal-pushers to a mid-week dance at school; another time, the fathers didn't feel that their children were bringing home adequate information concerning scholarships. In both cases, mutual understanding and cooperation were achieved by a satisfactory discussion of all angles involved. Thusly, there is no need for griping within the community because the cause has been eliminated.

We cannot forget, though, that teachers are human and, like Shylock, capable of hurting as well as being hurt. Perhaps it is the characteristic that accounts for the development of unhappy situations in many schools. A good teacher should be vitally concerned with problems as well as conditions—as concerned with these as he is with salaries or with what the voters will do to next year's budget. But a

good teacher does not engage in petty griping! We admit that it is wholesome to be concerned but beware into what channels this concern may lead.

No doubt, in the final analysis, griping comes under the general heading of Morale and "MORALE" is a component part of the more inclusive term—ETHICS. The teachers of the Portland Public School System are encouraged to become members of one or all of the local education groups; namely, the Portland High School Teachers Association, the Portland Grade Teachers Association, the American Federation of Teachers, the Oregon Education Association, the National Education Association, the American Association of University Women and Greek letter honorary organizations in the field of education. Each organization has its own ethical standards and each, through its own area of influence, is striving to improve the standards of conduct within the various building staffs and in the community, "feather-bedding" and similar practices being frowned upon. The combined aim of all is to convince each teacher that he must take his own responsibility in assuming a fair share of extra-curricular duties. The result of all this should be the development of a genuine community respect for our profession.

One final word of caution! All teachers gripe at some time that the teaching profession does not have the prestige in the community that other professions of similar require-

ments have. But obviously, prestige cannot be demanded and acquired. It must be earned. Too many of us merely talk—expecting that, by some miracle, prestige and respect will materialize out of thin air. Prestige does not accompany a degree in Education any more than it accompanies a degree in Medicine. Our problem is to focus the attention of the public upon the work we accomplish and keep our petty grievances within the fold!

The curative is not in "Grounding" the gripes but in dosing the individual members of the profession with frequent treatments of open discussion. Educators, being servants of the people, are endangered. Professional dignity demands undivided loyalty to the standards of education. Never must pettiness, rancor, fault-finding or critical conversations be allowed to gain a foothold in any staff. Let all members in Delta Kappa Gamma guard against all forms of undermining in our profession!



The President's Page

SOON after becoming national president I suggested in the *Bulletin* certain goals, both far-reaching and immediate, for the biennium. In this last issue of the *Bulletin* for the 1954-1956 biennium it seems appropriate to assess our progress in achieving these goals.

We may feel some sense of satisfaction in our accomplishments concerning our immediate goals. We have put into effect the five-year

Program Plan with two years of concentrated attention upon Selective Recruitment. There has been evidence of much effective committee work at all levels. A great surge of interest in problems of organization has led to the creation of scores of new chapters. Our Headquarters Building, completed and well on the way to being furnished, stands as evidence that gifts of love and loyalty can work a miracle.

Our achievements in realizing

the far-reaching goals are less tangible, yet some of these goals are guide posts pointing toward the activities that will engage our attention during the next few months. The program focus for 1956-1957 is topic five of the five-year Program Plan—*Uniting Women Educators of the World in a Spiritual Fellowship*. This study presents fascinating possibilities for realizing more fully the first purpose of our Society and the first of the far-reaching goals. It also offers avenues for service that are directly related to our programs. "Study coupled with action" is not only a slogan of Delta Kappa Gamma, it is a policy that has been established by convention action. In keeping with that policy our acts of service should be the outgrowth of our programs of study. When we make them so we shall have achieved still another of the far-reaching goals of this biennium.

Realizing that certain of our purposes as a Society have never been fully put into effect, we have built our National Convention around these purposes. At New Orleans we shall explore the possibilities for carrying on effective work in teach-

er welfare and legislation. We shall seek the best methods for protecting the professional interests of women in education and for eliminating unjust discrimination. Thus our convention planning looks toward the accomplishment of yet another goal of the biennium.

The fourth of the far-reaching goals, stimulating our members to be truly creative women, has had little specific attention during the biennium. Its possibilities for personal and professional growth intrigue us. Perhaps in some future day this goal may suggest one facet in the strong professional program which must engage the attention of our members if The Delta Kappa Gamma Society is to realize its great potentialities.

It has been a privilege to serve as your national president. It has also been a strenuous task, but one made lighter by the thousands of helping hands that have reached out to lift the load. For loyal assistance and loving kindness so generously given, I thank you, my dear friends. And so, farewell!

EDNA McGUIRE BOYD
National President

ADVERTISING OUR PROFESSION

GERTRUDE M. ROBINSON

THIS is an era of high-powered advertising. An hour of delightful television entertainment is interspersed with tips on the best car in the low-priced field. A television contestant up the ladder to \$64,000 fame must have his attention diverted from his category of opera or Lincoln lore to the magic beauty created by a famous cosmetic. Enterprising business firms spare neither expense nor talent in their efforts to make successful contacts with prospective buyers of their products.

In the realm of politics, there is a perfection of technique in salesmanship. Through the medium of attractive posters and slogans, as well as the modern agencies of radio and television, the parties vie with each other in the presentation of their ideas to the voters. The candidates themselves cultivate their most personable traits so that they may be successful in winning votes and influencing voters. The most enterprising of these candidates carry their friendliness and human interest down to the grass

roots of our nation in their efforts to advertise their understanding of the problems of the common man. Yes, the psychology of advertising brings success in the political field.

Can we in the field of education not learn a lesson in advertising our profession from the business and political leaders of our nation? Our work is as important to the welfare of the country as is the stability of our finances and the strength of our governmental institutions. It is our task to train the citizenry of the nation, the future leaders in every activity. Surely, then, a career of such import deserves the best techniques that advertising has to offer.

The handiwork of teaching is a mosaic of creative artistry. Choice bits of the brightly colored dream of youth are placed edge to edge with the ivory tints of their sincerity and zeal. These, outlined with the golden thread of success, form the simple symbolism of the life pattern of the ideal student of today. Perhaps some of the pieces in our mosaic may seem rough at the edges or dull in sheen, but, with the careful shaping and polishing by the teacher artist, the life mosaic may gleam in beauty and finish of design.

A satisfied and inspiring teacher is the best advertising medium for our profession. By a satisfied teacher, I do not mean one who is content with mediocrity, but one who is striving for the highest type of service she can render to any community where she has accepted

a contract to serve. Teaching is a challenge to a real teacher, even if the environment is not ideal in every respect. Her positive thinking toward her students, her community and her profession creates a cooperative and constructive attitude toward education in general, and toward her work as a teacher. Be happy in your chosen career!

One year when I was attending summer school in Chicago I had the privilege of visiting Hull House and hearing Jane Addams speak. She was not a glamorous person, but, as she spoke, one was fascinated by her radiant personality and her abiding faith in people. As she told of the unfolding of her girlhood dream in the development of Hull House, with its opportunities for the underprivileged, her eyes shone with happiness. As she shared with us the stories of some of the boys and girls, to whom Hull House had been a gateway to a career in drama, music or art, one realized that the success of each individual was to her a deeply personal thing. Truly, she was a dedicated person—the mother of many. She had no apology to offer for having chosen settlement work for her career. She believed in her chosen work. Let us believe in our profession and offer no apology for having chosen teaching as our life work.

Teaching is highly rewarding in its attainments. The unfolding and development of a human personality is a sacred trust, too priceless to be committed to human guidance. Yet that trust has been

given to you and me. The ideals of the leaders of tomorrow are in our hands.

The youth of today are capable, alert, and, contrary to the opinion of many adults, are deeply religious and highly appreciative of the finer things in life. On the evening of Good Friday, I attended at my local church a sacrificial meal, suited to the deeper meaning of Easter. As I entered Fellowship Hall and seated myself at one of the candle-lighted tables, I felt the spirit of deep reverence which permeated the room. Into this atmosphere of quiet worship, the teen-agers entered by ones and twos, and took their places at the tables. In the reverent silence of the candle-light, the sophomore pianist played softly a medley of sacred music. As the meal of rice and water was served, the devotional service of sacred music, appropriate Scripture, inspirational poetry and deeply meditative silence proceeded without announcement. At intervals, some one would tell a story of a needy young person in India, Greece or far-away Africa, thus setting up the program for overseas relief. When the benediction had closed the service, those teenagers left as quietly as they had come, leaving their offering for Overseas Relief on the plate near the door. Our sophomore musician had planned and arranged the entire service. This is the deeply religious thinking of some of the fine youth with whom I am privileged to work. I would rather have a part in developing

the lives of such young people than to amass the world's greatest fortunes.

Teaching is rewarding in its opportunity for professional growth. Association with inspiring educational leaders is a constant challenge for self-improvement. Educational meetings may bring inspiration through outstanding speakers in our own field or in the realm of national leadership. Our professional growth may come through the lasting friendships formed in and out of the profession. Many a community offers organizations for the development of hobbies, where we may learn interesting and original ideas for the use of our leisure time and cultivate new friendships among those of similar tastes. Educational groups are able to offer unusual opportunities for professional growth through travel.

The orientation of new teachers into our schools systems is good advertising for our profession as a whole. Careful planning for the coming of new teachers into our communities can mean the difference between a discouraged teacher and one who will like teaching well enough to make it her profession. Then, of course, no amount of organized planning can take the place of sincere friendliness and sympathetic understanding of the new teachers' problems. If new teachers can say of us, "The experienced teachers in our school are so friendly and helpful," is that not good advertising for our profession?

One of the greatest values to be

gained from our professional advertising is success in our recruitment program. Recruitment of teachers for our profession has always been a vital part in our Delta Kappa Gamma program planning, and in recent years the need has become increasingly critical. We want to recruit numbers for our profession, but far more important is the quality of our teacher recruits. What is the greatest help we can give in the recruitment program? If we would have the best young people enter our profession, we must all become salesmen of teaching. Of course, prospective recruits do appreciate recruitment teas given in their honor, with an inspirational speaker presenting the advantages of teaching as a profession. In many of our chapters, this form of recruitment salesmanship has become an annual event with a high degree of recruitment interest. However, our pride in our profession will add immeasurably to our success in teacher recruiting, so let them hear us say often, "I am proud to be a teacher." Believe in your profession, and you will be-

come an expert salesman.

"To unite women educators in a genuine spiritual fellowship" is the first aim for the organization of Delta Kappa Gamma. Fundamental in the formation of such a spiritual union must be a genuine love for the profession we represent. We can not expect the public to hold teaching in higher esteem than we ourselves do, nor can we develop congeniality among ourselves unless we are united in our belief that teaching is worthy of our best effort. If each member of our great organization would pledge herself anew to constructive loyalty, we could lift the work of teaching to the place of honor which it deserves.

We Delta Kappa Gamma members are responsible for advertising our profession. Since our results are more intangible than salesmanship in the business world, we can not hope for a trip to the coast as a selling award. However, as key women teachers, we can have the satisfaction of having built a wholesome constructive philosophy toward our profession and the whole educational program.

Skeleton Plan for Nat

JUNG HOTEL, NEW ORLEA

PRE-CONVENTION SESSIONS

- Monday, August 6, 1956..... Meeting of the Administrative Board
Tuesday, August 7, 1956..... Meeting of the Executive Board
Luncheon at noon for members of the Board

CONVENTION SESSIONS

Wednesday, August 8, 1956

- 9:30 A.M.—Morning Session
2:00 P.M.—Afternoon Session—Ballroom
4:00 P.M.—Post-afternoon sessions meetings
Meeting of all persons taking part in Friday morning conclave.
Showing of slides of the Headquarters Building
8:00 P.M.—Evening Sessions—Ballroom
Discussions—Introducing the Convention Emphasis on Welfare (including Discrimination) and Legislation.
9:45 P.M.—Post-evening Session
Showing of slides of Headquarters Building

Thursday, August 9, 1956

- Morning—Sightseeing, no convention session
11:00 A.M.—Showing of slides of Headquarters Building
1:00 P.M.—Birthday Luncheon—Ballroom
3:30 P.M.—Consultation with national chairmen
3:30 P.M.—Showing of slides of Headquarters Building
Evening Session
7:30 P.M.—Business Sessions
Reports of studies made during the biennium
“Discrimination”—Teacher Welfare Committee
“Membership of the Society”—Research Committee

for National Convention

NEW ORLEANS, LOUISIANA

Friday, August 10, 1956

7:30 A.M.—Regional breakfasts

9:30 A.M.—Morning session—Ballroom

Conclave on various phases of Society work

Afternoon Session—Ballroom

2:00 P.M.—Business

Reports of committees having business to bring to the convention

4:45 P.M.—Showing of slides of Headquarters Building

Evening Session

8:00 P.M.—Discussion on Teacher Welfare, Discrimination, Legislation

Saturday, August 11, 1956

8:00 A.M.-12 Noon—Election

8:30 A.M.—Necrology Service—Ballroom

9:00 A.M.—Business session—Ballroom

Afternoon

Meeting of Executive Board

Sightseeing for other members

Evening Session

6:00 P.M.—Installation of officers

7:00 P.M.—Presidents-Founders Banquet—Ballroom

Post-convention session

Sunday, August 12, 1956

8:00 A.M.—Breakfast meeting of the new Administrative Board

Irene Murphy

A FRONTIER WOMAN LOOKS AT HER HANDS*



Are those my hands, so quiet against this sheet?
I've scarcely seen them still in all these years.
In youth they scoured the prairies for fuel in sun
And wind-blown snow. They fed a schoolroom fire
And curried horses, harnessed them, and kept
Tight rein when distant coyotes howled;

Lugged pails of water to the house and barns;
Put down salt pork, hoed beans, and churned and scrubbed;
Cut serge for pants and dresses. They braided rugs
And fashioned lace and fine embroideries.
They toiled to master piano keys and then
Pass on the art to children. They have led
Small orchestras. They painted canvases
And china and learned to stack and fire a kiln.
Lovingly they turned the leaves of Shakespeare,
Dickens, Browning, Scott—then Schweitzer
and a hundred more. Broken and stiff,
Those fingers taught themselves through painful months
To hold a needle once again. And after
That the piles of quilts grew higher and
The crocheted rugs increased.

With none to cook for
Anymore, those hands traced battles on a map,
Took notes, prepared the plans for speeches; cleaned
And sewed; clipped hedges, tended garden plots,
And sent for still more books on wars and things
Of state.

Can they be mine, on this white sheet,
Without a book to hold or work of household craft
To make? If you should see those hands long still
You'll know I've gone somewhere where there's work to do.
Let others rest beneath my quilts and tread
Upon my rugs. My mind is eager still
To learn. My spirit scorns a laggard's life.
I'll go in quest of work undone.

*—In memory of Mrs. Rosa B. Cragun,
Pioneer Teacher of Kingman County, Kansas
Died May, 1954.

Follow the Gleam

FRANCES FINLEY

I JOY in pursuing this hobby, my quest: finding teachers happy in their profession. I meet the visored who continuously show a steel-encased face to their classes; the clear-browed serious—always serious—groups; the wrinkled never-confi-

dent ones who worry the class because of the troubled expression, even when the boys and girls are willing to be taught and are attentive.

But I "roundtable" with many who, like me enjoy teaching. Scrib-

ing their reactions is a pleasure, for my quest has surely found many happy teachers who have responded generously to my gentle "thrust": "What is the best thing that happened in your classroom today?"

Like a peripatetic reporter, I carry my quest to my peers. True to teacher groups, we talk shop. My objective is to present their responses and to inform the critical world that numberless earnest and happy teachers are educating the pupils in their classes, and that the evidence will be the answers to my question.

I have titled each one of my professional friends with an interpretative nom de plume. One is Lady Click because she always expatiates on some class experience, beginning with "Oh, it clicked today!" She is a happy person who expects no praise, but she receives much appreciative response to her excellent teaching.

I sought her out first: "Tell me some reaction to your teaching that made you happy today."

"Something clicked surprisingly today at the beginning of my English class. A girl came up saying, 'May I tell the class about my trip?'" Before Miss Click related the reaction, she told the motivation that directed the pupil.

"In preparation for 'L'Allegro' and 'Il Penseroso' I gave an objective oral-response test in mythology. I displayed Briton Riviere's exquisite pictures of 'Orpheus and His Lute' and others that I knew would make the myths live. Always the

land was Greece, for we had studied Browning's 'Pheidippides,' recounting the race that is still run at the Olympic games; Wordsworth's 'The World Is Too Much with Us'; and a bevy of other myth-reference poems.

"The girl became a casual narrator. The gist of her interesting talk was an article in the January, 1956 *National Geographic Magazine*, 'Athens to Istanbul,' with illustrations by Jean and Franc Shor, reporters and photographers for the magazine. She became the Shors who met the charming King and Queen of Greece. Then she started with Athens, climbed the Acropolis, viewed the 'incredible grace and symmetry of the soaring Parthenon,' remarking on its Doric columns, on Phidias' statue of Athena for which the Parthenon was built. Her word-journey included the Temple of Olympian Zeus, the shop of Socrates, the Delphic Oracle, the places where animals were sacrificed to Apollo.

"She used the entire period. Was it wonderful! Surely my background-myth lessons had clicked!"

One afternoon I quested Miss Tenderheart. She gave me this touchingly-human experience:

"The exterior appearance of Ronnie had never seemed to impress any of us. He was just a small boy among large husky ones in my math class. Somehow, the number needed to do the abstract drawing or to give the missing reason in a deductive process had made him an acknowledged power in the

class. Never had anyone mentioned the fact that his clothes were shabby. He was accepted because he was ready to help the other students and to look with such understanding appreciation when I attempted a demonstration somewhat beyond the coverage in the textbook.

"Then there arose the need of a choir boy of a certain size. He was to be one of two to bear a large candle and to lead the processional 'Come, All Ye Faithful,' into the large school auditorium filled with 1,800 youths. Our Ronnie was discovered to be just the right size, but his hair was not cut, and his clothes showed no promise of those of an angelic choir boy. Our principal heard about Ronnie; he in his true knowledge of the meaning of Christmas slipped around and maneuvered so that Ronnie hardly realized that he was being 'shaven and shorn.' A member of the faculty had a beautiful white shirt with French cuffs just the right fit.

"On the morning of the chapel service the little brain power was a veritable angel bearing, the light of love. Hovering about Ronnie were the spirits of his father, who had died; of his mother, working long hours in a hot factory; of the principal and faculty members. I exulted: 'There is Christ-like charity in our schools!'"

When I interviewed a remedial-reading teacher, Miss Inspiration, I reacted humbly to her: "These are the moments! I had a heart-warming experience recently. One of the seventh-semester boy's initial read-

ing level tested slightly over sixth grade. In eighteen weeks' time he had raised his basic reading skills to college-entrance level—an improvement of six grades, approximately, tested again by standardized means. His happiness knew no bounds, literally. And mine was almost equally as great the last day of the term when he announced for all to hear, 'Mrs. B—, last night I started to teach my uncle to read. I began just the way you did with me!'

"I hope I beamed outwardly, because I was genuinely pleased about this new dedication of his. But inside, I wondered, very humbly, just what that way was—just what I might have said that started him to think for himself."

Issuing forth another day, I encountered Miss Morning Star, an enthusiastic first-grade teacher, who said: "One morning six-year-old Louise came close with book in hand to say she knew a new word, *sneeze*. 'How do you know?' I asked.

"She explained the phonetic principles used to determine the pronunciation, then said, 'I sneeze when I have a cold.' Yes, the word was a symbol, and she had given meaningful comprehension. What a thrill to realize the children are acquiring the tool (reading) that will open whole new worlds of pleasure and information to them. My patience and persistence are showing gratifying results."

Venturing forth one afternoon, I encountered Miss World Friend-

ship, a Latin teacher, who promotes the exchange of students with foreign countries. She reacted to my question with a heart-warming bigness.

"Emmanuel Flores sat before me today. All of the wonder about our United States, all of the adventure of youth, all of the mental curiosity of an alert mind looked out of beautiful brown eyes. I was to a large extent responsible for his being in our high school to learn about American youth and their rich new country, boasting freedom and democracy while his Portugal had played a part long before 1492. On my desk was a little ship made of copper washed in gold and the insignia of Vasco da Gama on its sails. This gift, significant in its meaning, was from Emmanuel's parents, a token of friendship from the small country that sent forth explorers who found a 'new world.' This day Emmanuel had brought the poetry of Luis De Cameos for us to read together. I, in my very meager knowledge of his grammar, and he, in his very brave use of English, sought the meaning.

"A great thought swept over me anew: this was truly the way for students and teachers the world over to share traditions sacred to each and to learn to know universal brotherhood.

"Other students came into the room at my free period. We were soon chatting away about things so vital to youth everywhere. It was so worth every effort and sacrifice to see these students make this Inter-

national Scholarship Student one of them. We had not known a person from Portugal so intimately as this; Portugal's ship of exploration had not sailed into our lives with so much meaning. The students of our school will never again hear indifferently about Portugal and her people, nor will Emmanuel fail to make a plea for us when our 'foolish' ways are being exploited.

"When the bell for the next class rang, away went the group laughing and talking. A feeling of unusual strength swept over me, for I knew that all can and will be well in a world of understanding and goodwill."

My enterprise led me to a compeer of Miss Morning Star, art teacher. Simply and sincerely Miss Artistic Sense related her deep appreciation of her influence:

"One day a woman asked me if I remembered her son, who is now stationed in Europe, serving his country. He had written that, although lonely, he was enjoying the art galleries, especially the paintings, which he was able to appreciate because he had studied about them in my room at school. He had found, also, some of the originals of the prints we had studied. Then she said to me, 'Thank you for what you did for him.'

"In thinking of this boy, I recalled these lines of Longfellow:

*I breathed a song into the air,
It fell to earth, I knew not
where . . .*

*And the song, from beginning to
end,*

I found again in the heart of a friend.

"In the heart of this mother I found that the lessons I had taught in my classroom had become a part of the life of her son."

What a variety of "tilts" I had engaged in, and my friendly jousting had brought out many significant responses. Miss Thrill was my next partisan.

"When I announced that Robert Frost was to lecture in our city, I was pleased that so many of my seniors were planning to hear him. After discussing some of Frost's poems, I offered to lend a volume of them to any one interested. One of my boys kept my copy for two days. When he returned it, he asked, 'If no one else wants to borrow this volume, may I keep it for two more days?' This appreciation thrills me because it is genuine."

A creative writing teacher in her response to my challenge for an unusual reaction to some phase of her teaching said something like this:

"My heart leaps up when I behold

A rainbow in the sky . . ."

"Across the horizon of my Millay lesson I caught the promise of a rainbow in the shining eyes of Johnny, who moved me by his reading of *'Renaissance'* with great depth and understanding.

After class, shy and backward Johnny, recently enrolled in school, lacking technical knowledge of English, but earnest in desire for learning, lingered.

"Miss C., I really enjoyed our

lesson! I have always loved poetry and have even tried to write a bit.'

"Bring me a sample, Johnny. I'd like to see it.

"Before school opened the next morning, he was there with the sample. As I had suspected, he had the gift of a poet's touch. I suggested several things to improve and develop this talent.

"At the end of the school year, Johnny had won a scholarship to a university on his merits in poetry writing; he had placed a lovely sonnet in the *American Anthology of Poetry*; and he had written an original ballad, first-place winner at our state fair.

"Recently I had a letter from Johnny, who is now enjoying college—his 'pots of gold' are still shining, and once again 'my heart leaps up.'"

My following the gleam into happy high-morale teacher-land was no El Dorado. The generous co-operators reinforced my own confidence that these women lead lives dedicated to their profession; that they are painstaking in their direction of America's future citizenry; that they are in touch with the thought of the day.

In the March, 1956 "Atlantic Monthly" two supposedly typical schools were diatribed in an article titled "A Little Learning Is a Dangerous Thing." A mother of a boy who could read before he entered kindergarten told of the boy's persecution because of his ability—persecution from the principal, the

office-record keeper, the "insouciant" first-grade teacher.

When I read an article like that, I unsheathe my experienced sword and take the lion-rampant shield to defend the numberless understanding teachers, like Miss Morning Star, for instance, who can prove the critics wrong, that the cases cited as universal surely do not obtain in their experience.

The cases of happy teachers I have detailed in this paper show them possessing a love for and an understanding of children. And I humbly subscribe my own name, for truly I can say I love my profession, and not a day goes by but

I have more than one happy incident to spur me on to greater achievement. This note was left on my desk yesterday. It is my *moment*.

"Miss F —,

Thank you for my best semester in English. Your spirit and teaching have shown me how to understand and enjoy it more. I've always liked English, but just the way you draw the whole class into the work is something to wonder at. You have been a great inspiration, and I know I shall never forget you. I hope to be respected and admired as you are."

I followed the gleam and my quest was successful!



Don't Pity Teachers

OLIVE C. WEHR

MY HUSBAND and I have just observed our twenty-fifth wedding anniversary, meaning twenty-five years of teaching experience together. We observed our anniversary date in the same manner we began our married life—on a university campus taking courses to prepare ourselves for further teaching.

Don't pity us! Our life has by no means been barren of romance and adventure. Permit me to continue.

The first year of our life together was devoted entirely to securing degrees, and since that time we have returned periodically to summer sessions, sometimes adding credits to meet ever-increasing re-

quirements, but sometimes for the sheer pleasure of going to school again. Often this practice has proved financially embarrassing, especially in the earlier years, and always socially inconvenient in point of maintaining summer contacts with relatives and old friends. As teachers we have assumed an obligation to "keep up." Every summer while thousands of vacationists are traveling, fishing or loafing, thousands of teachers, like us, are spending their time and money to live in dormitories, sleep on hard cots, and sit through long hours of lecture and research. Why do we do it?

Much has been written in vilification of teaching, and some in glorification of that somewhat precarious profession. There is truth on both sides, no doubt. I do not propose to re-open the controversy. I merely wish to explain in terms of our personal experience why we believe that teachers are not to be pitied. The reader may draw his own conclusions.

Having been denied the blessing of a family, my husband and I have consecrated ourselves wholeheartedly to the instruction of other people's children. No one can say whether we might have been better teachers if we had had children of our own, but that is beside the point. In teaching we have found rich compensation for a lack in our own personal lives. Throughout the years we have enjoyed the companionship of young people and of our fellow faculty members with

like interests. We have made an investment that is paying off. Whenever we may travel, we meet former students now in various walks of life. Their success in life and their gratitude for any measure we may have contributed is ample reward for our years of effort. True, we have had our disappointments, but we have had satisfaction to a greater degree. Investment in youth has proved to be the best investment we have ever made, or could have made!

Second, there is the joy of teaching experienced by every honest teacher. It keeps one young and in touch with youth and their ever-changing world. Here one must cultivate enthusiasm, tolerance, and a ready sense of humor. One must learn to live.

Third, there is the pleasure, indicated above, of returning periodically to "the halls of learning." Four to ten weeks of a summer spent on some college or university campus gives any job of teaching a seasonal face-lifting, and any open-minded instructor a sense of personal satisfaction to be equalled only by travel.

Ordinarily we anticipate the experience months in advance, and sometimes with a reluctance that gradually resolves into enthusiasm. Early last winter when we began laying plans for the celebration of a very special summer, our twenty-fifth anniversary summer, we considered several possibilities. Should we take that long-anticipated trip to visit a brother in Washington,

D. C.? Should we spend the summer in our own recently-acquired, long-dreamed-of little home at the foot of the Mission Range in Western Montana? We fairly ached to paint the house—we had even chosen colors—to dig in the yard, and to entertain friends and relatives. What could be more intriguing than a summer of leisurely and gracious living? Then the inevitable happened!

My husband brought home a letter stating that a special Institute for Physics Teachers, sponsored by the National Science Foundation, was to be held at the University of New Mexico. We both knew then how our vacation fund would be spent, for this was an opportunity not to be missed. I sent for a catalogue. Sure enough I found listed a corresponding workshop in my field of English. The old campus fever gradually returned. We had never visited New Mexico; it would be fun to add a new university experience to our growing collection. The end of school . . . packing . . . driving across the deserts . . . hurry! . . . and finally, the old thrill of setting foot on the oasis of a university campus. It is something that cannot be explained to the uninitiated.

Again we are living the regimented life of a university campus,

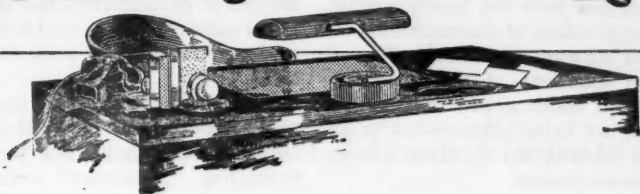
exploring the environment of a picturesque and historic setting, listening to famous lecturers in all fields, and brushing shoulders with scholars from various parts of the globe. Already, for instance, the congenial little scholar from Pakistan has taught us more about international relations than we could ever glean from books.

Where but on a university campus could one find a more congenial or cosmopolitan society? Where could one make more worthwhile or enduring friendships, or dig deeper into the wells of culture and progress?

Here we rest our fingers lightly again upon the pulse of the atomic world. We are at one with the universe for that split second of infinity, and we are content. We shall return to our classrooms all too soon, but we shall return indefinitely richer, and we shall share with your children something of this richness.

Don't pity teachers. Our career and all its attending obligations is our way of life—it is our life. We may "gripe" at times—we are only human—but we would not trade places with anyone! We teach because we want to bequeath the richness of life to your children—and nothing is too good for our children!

Across The Editor's Desk



M. MARGARET STROH

IN THIS final issue of the year we present to you, our members, an accounting of the major project of this biennium—namely, the building and completion of your Headquarters Building. Into it have poured the generosity, the pride, the quenchless enthusiasm of thousands of our members. Into it, too, have gone the tireless service of a loyal and devoted committee who have represented you ably and well. Eunah Holden, the Chairman, has devoted countless hours and unflagging energy to the completion of the gigantic task. Edna McGuire Boyd has given constant counsel, unlimited vigor, and patience to the undertaking. The

Committee, however, could not have completed its Herculean job without the sustaining power of the members who have given in such unstinted measure of their money and their faith. The pride that all of us feel in the certainty of a headquarters building of our own should be projected now into the plans for the future—plans that include the practical implementation of our long-time avowals of purpose.

The building itself—beautiful as it is—will be an empty shell housing only evanescent dreams unless it is staffed with adequate personnel, unless it is vivified by the realiza-

tion of some of our aspirations in concrete, practical terms.

Many of the activities which will demonstrate the kinetic-potentials of our women still await the doing. Many of the long-time programs to which we have pledged ourselves have not even the barest outline. The problems of discrimination we have not even approached. The urgent questions of teacher-welfare and its concomitant, teacher morale, are being propounded again and again by our members, but we have no answers.

The Bureau of Materials—a much-needed and most desirable feature of a future plan of activities—has a room provided but no staff member included to set this up and direct its work.

The editorial work, which should be expanded and developed to a much higher degree, should be handled by an expert editor detailed to the planning and projection not only of our regular publications, but to the preparation and writing of a stream of brochures and pamphlets as the exigencies of the times demand. Editorial work requires skill and experience. It should not be just an added function to the already heavy duties of the Executive Secretary.

The finances of our organization have developed into big business. An assistant treasurer or business manager who can take some of the load from our greatly over-worked Treasurer is desperately needed. An office for her has been provided but no salary!

The headquarters office should be the place from which inspiration, constant help and assistance in launching their programs should be forthcoming for the national committees. Provision should be made for the meetings of these committees at headquarters and budgets of sufficient size to enable them to do a good piece of work should be supplied.

There are vitally-needed supplements to our work of keeping membership records and to our rapidly expanding "mail-order" business. Our mailing costs are tremendous; our mailing labors prodigious.

As your retiring Executive Secretary who has served you a long time in various capacities and under many handicaps, let me plead for a vision splendid of our many-faceted organization. To me it seems that we have just begun to sense our enormous powers, but that we have not yet appraised our possibilities, nor have we any clear-cut statesmanlike plans for the realization of some of our less-tangible but infinitely important goals.

"Man must be arched and buttressed from within," said Marcus Aurelius, "else the whole temple wavers to the dust." So must an organization be supported or it may go down into disintegration and decay. What we have done in tangible ways during the past four years should reassure us as to our ability to accomplish the difficult and infinitely important things that lie before us.

Madame New Orleans Presents Her Country Cousins

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Carmelite Janvier

THE next time I had a chance to talk with Madame New Orleans it was the beginning of the summer season "WHEN SOFT IS THE SONNE". The "Sonne" really is soft at the beginning of the summer season, even with her. Her mood is soft too when she is certain that there will be no more shivering for at least six months! Her mood was so soft, indeed, on that day, that it seemed a fitting time to ask her about the "pilgrim-

ages" that visiting minds might turn to when they had seen the beauties which she herself has to present.

"August is now approaching" I reminded her," and these friends of mine of Delta Kappa Gamma, when they have finished their conference here with you, might still have a few days of their vacations which they could spend visiting the surrounding country. Have you any suggestions as to what they might see?"

"The best sights to see around here in August," she answered drily, "are a shaded gallery—they might call it porch if they are not within my hearing—with an overhead fan and a glass of tinkling ice water in the hand." But there was a twinkle in her eye as she said it. "But then I am talking as a very ancient woman," she added, "whose tramping days are over. These young people will be difficult and they should not listen too seriously to one who has lived many years!"

There was a long pause in which there seemed a real danger that she might review every one of those years in her thoughts before we got back to the subject.

I gave a gentle prod, "I have sometimes heard people say," I said with designed tactlessness, "that one of the troubles with this part of the country is that places are too far apart. Not like New England where you can see many interesting things all within a few hours."

Madame made a sound which in a less refined person might have been called a snort.

"Not like Texas," she flashed, "where one may ride for days on end and see no trees, nor anything for that matter but a few chance Texans! But from here," she continued, "with these new automobiles, which have some purpose after all, one can ride North, South, East, or West and within a day or two days at the most see things which can never be seen in New

England nor Texas nor that California, for that matter!"

Even an arguer with the greatest temerity would have refrained from mentioning that she had never seen California. I simply hastened back to the subject at hand.

"For instance," I suggested, "suppose they take the road to the North?"

"That way," she said, "lie the Felicianas and the Audubon Country. They will find Oakleigh, the house where John Audubon lived for several years and painted many of his best birds. It is now a state museum and there they will get in touch with many of the things which the great man knew when he lived there and called it his 'Happy Land.' There they will see some of the other old houses which remain from a civilization which is now gone. They will find Afton Villa, a house built over another house, and they will find Greenwood with its stately columns reflected in its quiet pond. All of those things and the flowers by the roadside and the trees, all of those they can see in a day. But if they have another day, they can go on to see my cousin Natchez of Mississippi and the grandeur which surrounds her. They cannot see it all in a day, but they can see enough to give them many thoughts and fill their eyes with much beauty. . . ."

I did not dare let her start on the flowers of the Felicianas, as many of them would not be there in August anyway, but hurried her on.

"And if they go South?" I asked.

"If they go South," she offered generously, "they may take their choice. They can go down the river; Monsieur Mississippi cares not for weather, he flows as freely in August as at any other time. That way, they will see the orange groves and the gradual fading away of the land and the coming in of the water! They will see the place where nature has never yet decided whether to be sea or land. If they will go by boat, out into the Gulf, they will see an unforgettable sight, the brown Mississippi emptying itself into the blue Gulf of Mexico but refusing to mix with it. If they will stand on the deck of the boat after it has passed through and look back, they will not believe their eyes, for it will be as though the blue water were lapping up against a brown beach! But when they get into the Gulf Stream itself, they will see a sight which I cannot describe for no one would believe it even from a woman of my veracity, I do not believe it myself except when I am looking at it, and that is the blue of the Gulf of Mexico!"

"They can see the Gulf of Mexico from Grande Isle too," I interposed eagerly, getting in my own oar.

"That is the other choice of which I spoke," she said. "They can take another boat and go down, down, down, through the bayous, past the chenieres and the shrimp-ing platforms, through cypress swamps and across sunny bays, or they can take an automobile and go by way of the world's 'longest main

street', Bayou LaFourche, through the forest of oil derricks at Golden Meadows. By either way they can get to Grande Isle, that strip of sand lying there between the quiet bays behind and the turbulent waters of the Gulf. It is full of history, it is full of mystery, it is full of charm. It may still have buried some of LaFitte's treasure, that we do not know, but as to sea food, *Mon Dieu!*"

"And there are oleanders and Spanish daggers and lots and lots of pelicans," I chimed in.

But Madame's poetic moods come and go.

She burst my balloon with a phrase. "And mosquitoes, too," she said.

Then she inflated it again. "But most of the houses are screened," she admitted, "and when there is a sea breeze, most of the mosquitoes take to the woods."

"And the swimming?" I asked.

"That is wonderful!" she said. "Sometimes there is high surf—sometimes it is as still as a pond."

"And in August there may be sea nettles," I took a string from her bow.

But she has a convenient memory. "Some people," she murmured to herself, "cannot see nor smell the rose, they can only feel the thorn."

"Touché," I admitted, for sometimes it is better to keep good will than to win an argument.

"But would you suggest that they go there and back in a day?"

"If they plan it that way, they

will only have to change their plans," she said, "for they will find that they cannot bear to leave without seeing the sun set."

"And if they go East?" I asked, knowing that we could dwell forever on Grande Isle if we did not quickly move on, for that is the nature of the place.

"Have you been to the Gulf Coast lately?" she asked in return.

To the uninformed it might seem that we had just been talking of the Gulf Coast. But that is one of New Orleans' idiosyncracies. To the people there "the Gulf Coast" does not seem literally the Gulf Coast but the Mississippi Sound.

It is the sort of thing which might be expected in a city which is geographically East of the Mississippi River, but actually West of it, whose "down town" is North of its "up town" and in which directions cannot possibly be given by the points of the compass which change without warning at any street corner!

She did not wait for an answer. "Ma chere, what a change!" she exclaimed. "It is not as it was in the old days with dust and ferries and mosquitoes! Now there is one beautiful road right along the beach so that you are at the water's edge from Waveland to Ocean Springs. How many miles? How should I know, I do not keep my eyes on that speedometer but on the sights around, the white sand and the blue water, the green islands out in front and the little boats with white and red sails in between; the

wild phlox growing in the sand and the lovely oaks and the pines and the gardens behind."

"There are wonderful places along there to eat, too," I put in. Madame nodded solemnly.

"The only difficulty," she said, "is making a choice. Lunch at one place going out, dinner at another coming in."

"They will have a hard time deciding," I said. "Perhaps they had better not bother with the West." I suspected that that might get a reaction and it did. To the West live her nearest and dearest of kin, the Acadians who came down from Canada when they were expelled by the English and sought a haven in Louisiana.

"Have you taken leave of your senses?" she asked. "Would you deprive those poor unfortunates" (one would have thought that I had taken bread out of the mouths of orphans) "of a sight of the Bayou Teche along whose banks Gabriel sought Evangeline for so many years? Would you prevent their seeing Live Oaks such as grow nowhere else in the world? Would you keep them from seeing a people who know the secret of happy living, peaceful and quiet without the hurry and bustle of your moderns? Would you deny to them a sight of the egrets and the azaleas at Avery Island and the knowledge that there they would be walking over the largest deposit of pure salt to be found in the world? Would you refuse to their ears the cadences of that language which is

After Thirty Years

ELSIE L. BENDER

IN THE summer of 1925, I left Port Said by boat after teaching three years at the American College for Girls in Cairo. There were classes from first grade through junior college. In September 1955, I arrived by plane at the International Airport of Cairo and am on the staff of the same school once again. I have eight periods per week of English in the fifth grade, psychology with the freshman class, and the rest of the time is used for

speech correction help with individual problems and in-service work with the teachers of the elementary English. This work is giving me much pleasure because the teachers show their appreciation. They often analyze their own needs and ask for help in specific areas, such as phonics, reading readiness, and comprehension. I count two of the students in the Freshman Class as my grandchildren. Their mothers were my pupils when I was here

earlier. I am very happy when a pupil from any of the grades says "My mother told me that you were her teacher".

The newest development at the College is a Home Economics Training Center which was financed by a gift from the Ford Foundation. A degree in Home Economics may be earned by combining the two years of work at the College with two years at the American University. At present this is the only provision in Egypt for earning a Home Economics degree. There is a nursery school in connection with their course in Child Development and Family Relations.

Thirty years ago, when I walked around the corner of the college grounds, I came upon children playing in the open fields, a water buffalo and goats being herded by a child. Now I can scarcely walk far enough to get beyond where the street is lined with large buildings most of them apartment houses. The front area of the first floor is often used for shops. Earlier there were no buildings of more than four stories and none with elevators. Today buildings of ten or fourteen stories are found in many parts of the city. The Cairo sky scraper has seventeen stories. I am living in a college building of four stories in which there is an elevator. Some of the newer buildings in Cairo have central heat. This is a luxury for fuel is not easily available. Sometimes Egyptian women will choose another

room rather than the one in which there is a fire in the fireplace fearing that they will catch cold when they go outside. However, it seems much warmer to me out of doors in the sunshine than in the house.

I brought only one pair of black shoes with me because I remembered that dark shoes were the hardest to care for. There formerly were very few street sidewalks, just deep sand, although many of the streets were paved. Now there are hard surface walks.

A beautiful drive called the Corniche has been built along the Nile in several sections of Egypt. There is a plan to have this extend from Alexandria to Aswan. There are now traffic lights and some published regulations about where to cross the streets. However, an army officer told me that nearly a million people had come into Cairo from the rural areas within five years and that it was very difficult to break their individual behavior, so they cross the streets at will and wind in and out among the vehicles. It seems that there are just as many donkey carts and carriages, drawn by beautiful Arabian horses, as there were before.

The government has moved one of the huge fallen statues of Ramses II from Sakkara and set it up in Station Square. It is very impressive as one arrives by train or drives past from the airport. It is about thirty-eight feet high and has been placed on a huge polished red granite base. From it pours a fountain which gives the appearance of

water coming through the opened sluices of a dam. It is caught in a huge pool. Some Egyptians have told me that this water is to symbolize the richness of life which Ramses II fostered for Egypt. Another fallen statue, left at Sakkara, seems even larger. The name of our street, which runs past the statue, has been changed to Ramses. This reminds me that I should explain that all streets, that carried a name pertaining to royalty, have been changed, though obviously the name of an ancient ruler is in good favor.

The government is using its income to do things for the people to a far greater extent than was done in the recent past. It has built schools, hospitals, orphanages, and homes for indigent people.

When the students in the Freshman psychology class came to the famous quotation "All men are created equal" with the explanation that it had to do with equal rights for all, I asked them to write a paper indicating what things they felt had been done in their country to equalize rights for all and what they felt should still be done. Their papers indicated that they were aware of the many positive accomplishments of the government; they also listed many additional needs. The lists indicated an interest in the franchise for women. The new constitution presented in January indicated that women would have equal rights with men. Frequently there is a notice in the newspapers urging educated women to register.

However, as yet no date or details for an election have been announced. Many pointed out the need of work for more people. Several mentioned the desirability of work other than that of being servants. Now since the amount of land that each person can own is limited, more money is being invested in establishing factories.

Certainly compulsory school attendance and more factory jobs will mean fewer servants and members of the family will have to do more work. This will influence house plans in the future when the saving of steps will be one of the aims. Now the kitchen is often far from the dining room, sometimes on a different floor. One day the word *servant* was in the fifth grade spelling lesson. I gave the sentence, "I have no servant at home." A pupil looked up with the most distressed look on her face and said, "Miss Bender, who makes your bed, then?" This reveals the deeply-entrenched feeling of the necessity for servants. The government is making an effort to have schools enough for all children to attend. Many villages which had only boys' schools when I was here before now have girls' schools also. It seems that there are not enough schools for all because so many children are on the streets and working in small shops, and helping with handicrafts. The other afternoon in Khan Khalily Bazar I saw a small ten-year old lad working in a leather goods shop. The father, who spoke English, said that his

son attended school in the morning and worked each afternoon. In general, government schools are closed only on Friday. That is the special worship day for Mohammedans. The editorials in the newspapers indicate a teacher shortage here just as in the United States.

When I was here before I had influenza and Shafika Rizk from a well-to-do family came, as a favor, to take my classes. She enjoyed the work and was persuaded to continue, so that some very large classes could be divided. She did not do this as a matter of earning money for she turned her salary checks back to the college as a gift. As far as I could learn she was the first woman from a well-to-do family to do regular school teaching. It is largely since World War II that it has been the accepted thing for a girl from a family of means to take a position. Now women are doctors, lawyers, teachers, clerks, secretaries, writers, artists, and factory helpers.

Nursing is still a calling which is held in disfavor by most of the privileged group as it seems to them to be a servant's work. We are much encouraged that a graduate of last year is taking a course in nursing. Our own college nurse, Miss Lily Matta, a minister's daughter, took up nurse's training at the request of her father because he observed the fine care given him by the nurses when he was very ill in a hospital. Miss Matta will be in the United States next year at Hanneman Hospital in Philadelphia.

What pleases me most is the kind

and amount of work that is being done by those who were my young pupils when I was here before and by other former students whom I meet at the College Alumnae meetings. For the planning and execution of their many social service projects, they have had the advice and support of Dr. Helen J. Martin, College Principal. Because of her background of nearly forty years of work with the girls and young women of Egypt, her counsel is of great value.

I was privileged to visit one of their very interesting projects at the village of Om Khenan. Here at the request of mothers, the Alumnae Rural Social Service Committee started a day nursery for children under six. A young woman has charge of the group of sixty children and is the only paid employee. The members of the committee go every Tuesday. At first they bathed the children, cut their hair, put on clean clothes which had been provided, cooked a simple one-dish meal for the noon lunch, and left some food to be used on other days. It was soon evident that the one young woman would need help so a class of adolescent girls were given elementary instruction in sewing, cooking, reading, writing, and the care of children. In return they were to help the young woman in charge of the nursery. I noticed how happy these young helpers looked and how alert and kindly they were as they worked with the children. Some of the mothers have asked to

be taught sewing, cooking, and reading. Responsibility for each area of work has been taken by a certain member of the committee. The women like the sewing and are making clothes for their children and a few things to be sold for the benefit of the nursery. I recently bought a combination coin purse and bill fold, the decorative outside covering of which was made by some woman at the village. The women report that the members of their families like the food which they have learned to prepare.

Alumnae of other cities are showing an interest in organizing. A group asked Dr. Martin to come to Alexandria in November to help them organize. This group has been asked by the Dawar Rayon Factory to sponsor a nursery for the children of their employees. Girls are being sent to the Nursery School Training Center from villages near Alexandria to be trained for work in Kafr Dawar nursery. The woman at Om Khenan, also, is to receive training at the Nursery School Training Center thus she may be helped to solve problems arising in her work. Other girls from the area who know how to read and write, are being given an eight weeks' course prior to taking up work at Om Khenan.

At their first meeting this fall, three of our college alumnae were honor guests. They were Mrs. Aziza Shukry Hussein, Mrs. Bahiga Sidky Rashid, and Soad Farid. Mrs. Hussein and Mrs. Rashid had been cited by the government and given

medals for their outstanding social service work and Miss Farid for her work in the field of education. Mrs. Hussein is the wife of the Egyptian Ambassador to the United States. You may have met her. Soad Farid has had repeated promotions in the Department of Education. When she was my pupil in the upper elementary grades, she was always capable of doing more than was assigned and often helped me by checking spelling papers and making charts. Her sister, Busayana Farid Azizi, is sub-head of the Music Department of the Institute of Higher Learning.

Egypt has four times elected a woman for the Mother of the Year. Two of these were graduates of the College: Mrs. Bahiga Sidky Rashid and Mrs. Nader el Kholi Sabour. I had both as pupils. There has been no general election this year because the date was moved up from May into March and organizations were not prepared for it. One of our staff, Mrs. Minerva Fam, was selected by the Cairo Woman's Club as the ideal mother. For Mothers' Day, students of my psychology class asked if they might have a portion of the period for something special. They had a nice program and gave me a packet of stationery with an interesting Egyptian design—a sailboat on the Nile. They have initiative.

This same initiative was shown as students planned for a benefit bazaar for the Helen J. Martin Library. It was well patronized by their families and others. They

took in over a thousand dollars. One of their special needs was for new encyclopedias. I have enjoyed my contact with Minerva Ebeid el Hakim, editor of the Arabic magazine for young people called "Al Taliba", which means "the girl learner". There is a section to which children are asked to contribute. As part of the fifth grade examination in English, Zaneb Shahien wrote a humorous story entitled "Was It a Ghost?". She translated it into Arabic and is very happy that it has been accepted for publication. The magazine has a wide circulation throughout the Middle East.

Marie Iskander was a pupil in my cooking class in the school year 1924-1925. She was at our first Alumnae meeting and planned for me to visit her home in a village of 20,000. What she has done for this village is marvelous. When she went there as the bride of Dr. Fahmy Katcha about twenty-five years ago, there was no school for girls. Mothers, who knew that she had graduated from a junior college, asked her to start a girls' school. She felt that she knew nothing about organizing and managing a school but with her husband's help and financial support, the school was opened in some rented rooms with sixty-seven pupils. At present with its hundreds of pupils, it continues to hold their interest. Marie was concerned about the young girls who were no longer in school. She lives next to the beautiful new Coptic Church. The

church people built a simple building in the church yard where about eighty-five girls are taught many natural situations before going to work for other people. Marie is chairman of the board which fosters a day clinic in a hospital in a neighboring city. When I was there she was trying to get the village to pipe water to a tiny village across the canal from her home. Her efforts for others are ceaseless. Few women have a face with so much serenity and beauty.

It is difficult to write of the political situation. It is evident that the United States, as a nation, has not the esteem in Egypt which it had when I was here before. The lessening of regard stems from our part in handling the Arab-Palestine situation. Some feel that the atrocities committed against the Arabs surpass those of Hitler's regime. Had those in charge in Washington heeded the advice given by many of those who had lived and worked among the peoples of the Middle East or studied the situation of both sides as Harry Emerson Fosdick portrayed it in the last chapter of his book "A Pilgrimage to Palestine", published in 1933, relations between our two countries would have remained cordial.

I believe that almost all the people of Egypt feel that the government is doing all that it can to create a better way of life on the political, economic, and social level for the nation as a whole. Voluntary agencies are also doing much toward reaching the goal of "equal rights for all".

From a Grateful Korean Student

HONG CHUN KIM

I am glad to say a few words about the value of studying in the United States. According to the figure published by the Ministry of Education, the Republic of Korea, as of December 1, 1955, had 2,995 students studying in the United States of America. Yet there are many more Korean students who

plan, or hope to study in this country. There are several reasons for this, and I want to give you some of them.

Korea was one of the earliest countries in the world to adopt a public system of education. From the early periods of the Christian Era, great scholars were found in

Korea in the fields of literature, religion, science, and others. The rich heritage of ancient music still survives in Korea. The invention of movable metal type in the 14th century, which was the first and earliest of its kind in the world, and the printing skills thereof, naturally have helped to develop the educational work in Korea. For instance, the first encyclopedia in the world was compiled by Korean scholars in 112 quarto volumes in early 15th century, 300 years before the encyclopedia movement originated in France. Many early scientific inventions and cultural achievements are evidences of the fact that education was highly developed in Korea in the past centuries.

However, from the early days of this century, we Korean people with a few exceptions were forced to be confined in the Far Eastern section of the globe and to be educated under the control of the Japanese overlords. This naturally brought about a very unsatisfactory condition. However, many of our young men and women crossed over the strait to Japan for a further pursuit of knowledge in Japan. Many of our people in the homeland were purposely neglected regardless of their eagerness to learn. But because of their eagerness to advance, such conditions could not quench their burning zeal for knowledge and they tried every possible means to acquire it.

Since the liberation of the southern part of Korea in 1945 by United States forces, Koreans have striven

to shift away from the previous unsatisfactory conditions in the educational field and elsewhere. We realize that adequate education for the people as a whole is a matter of prime urgency for national advance and self-support. Since the establishment of the Republic of Korea (a great task), our people have undertaken to build up our nation by striving to develop more trained workers. A country cannot have too many well trained inhabitants. Those who studied in the homeland, in Japan, in America, and in Europe in the past, are invaluable workers now in the reconstruction of our nation.

Many educational institutions in America have supplied invaluable workers, both Korean and American, who are now laboring in Korea. American colleges and universities are well organized and well staffed, therefore they give good educational training to their students. Great scholars from the four corners of the world are available here in this country (The United States of America), as well as highly qualified, good teachers. Many books, good facilities and equipment of all types are of great help to those who want to make use of them. These factors, as a whole, make it possible for the educational institutions in this country to give students far greater opportunities of study and learning than exist in many other countries. In addition to the schools of higher learning, there are many cultural advantages in the United States. These oppor-

tunities enable students from other countries to touch the inside of the great Western culture and civilization which is dominating the whole world in the present age.

America, which is known as the embodiment of present day democracy, and the life of the American people, demonstrate the principles of democracy. Anyone who lives in the United States of America can easily breathe, see, touch, and examine the results of a truly democratic society. One can learn and understand these principles far more quickly and effectively by living among them for a time, than by simply studying about them in a remote locality.

If a foreign student is a sincere Christian, then he may find out how God has blessed the United States of America, and why; also how her people maintain these blessings. It

is useful to see the attitude of the people toward God and things about God, and to study the consequences. It may also be useful and interesting to see how and why the leaders and the people of this great country bolster and fight for the freedom of the world. These things can be observed in the educational institutions of this country better than anywhere else. Her exaltation of God and the Christian way of life, as well as her democratic, efficient, educational system are important in bringing the greatness and the prosperity which she now enjoys, and which will determine her future destiny.

It is very profitable for promising young people, as well as mature persons in positions of leadership, to come to the United States of America to study, contact, observe, and to experience what America presents to them.



*They have gone
Where there are no shadows, no doubts, no yearnings,
Where fellowship is a great reality*

Alabama

Miss Mary Elizabeth Holmes, Alpha Chapter, on February 8, 1956, in Tuscaloosa.

Miss Frances L. Sheffield, Epsilon Chapter, in Mobile, on December 2, 1955.

California

Miss Margaret Brickley, Iota Chapter, on February 12, 1956, in Sacramento.

District of Columbia

Miss Jean Moffatt, Beta Chapter and current state president, on March 16, 1956, in Washington.

Miss Ella May Monk, Beta Chapter, in Washington, on February 14, 1956.

Indiana

Miss Irene Spitz, Alpha Delta Chapter, on March 11, 1956, in Washington.

Miss M. Edith Robinson, Alpha Eta Chapter, in Indianapolis, on March 8, 1956.

Kentucky

Miss Lillian Lehman, Alpha Chapter, on January 15, 1956, in Louisville.

Miss Lucille DeBoe Smith, Alpha Chapter, in Louisville, on January 25, 1956.

Miss Mary Lathram, Epsilon Chapter, in Owingsville, on December 29, 1955.

Maine

Miss Marion Freeman, Iota Chapter, on February 21, 1956, in Kennebunk.

Massachusetts

Miss Rachel M. Sibley, Alpha Chapter, in West Springfield, on March 23, 1956.

Montana

Mrs. Grace Myers, Kappa Chapter, on February 9, 1956, in Glasgow.

Miss Hilda Yarlett, Lambda Chapter, in Deer Lodge, on September 30, 1955.

Mrs. Ethel Harr, Nu Chapter, on September 23, 1955, in Miles City.

New Mexico

Mrs. Floy B. Easterday, Gamma Chapter, in Albuquerque, on November 14, 1955.

New York

Miss Gertrude McClelland, Iota Chapter, in Wilson, on August 22, 1955.

Miss Eleanor I. Crenan, Nu Chapter, on January 5, 1956, in Rome.

North Carolina

Miss Mamie Gray, Alpha Chapter, in Greensboro, in December, 1955.

Miss Lelia Cooper, Iota Chapter, on November 23, 1955, in Goldsboro.

Ohio

Miss Ruth L. Gilmore, Rho Chapter, in Cleveland, on October 6, 1955.

Miss Edith H. Gardner, Alpha Delta Chapter, on March 10, 1956, in Washington C. H.

Miss Lola M. Clark, Alpha Psi Chapter, in Bremen, on February 25, 1956.

Miss Winifred E. Decker, Beta Gamma Chapter, on April 3, 1956, in Elyria.

Mrs. Ruth Litzenberg, Beta Gamma Chapter, on February 17, 1956, in Berea.

Miss Maud Davis, Beta Lambda Chapter, on February 5, 1956, in Coral Gables, Florida.

Oklahoma

Mrs. Wenona Hollinger Rody, Beta Chapter, in Tulsa, on January 29, 1956.

Miss Betty Rombaugh, Beta Chapter, on January 29, 1956, in Tulsa.

Oregon

Mrs. Irene Burgess Connett, Gamma Chapter, in Eugene, on March 4, 1956.

South Carolina

Mrs. John N. Hargrove, Gamma Chapter, on March 10, 1956, in Rock Hill.

Texas

Miss Mary Strange, Zeta Chapter, in Waco, on February 11, 1956.

Miss Louise Hobby, Eta Chapter, in Beaumont, on February 8, 1956.

Miss Julia Machotka, Beta Omega Chapter, on January 18, 1956, in Tyler.

Mrs. Georgia Watson, Delta Kappa Chapter, in Houston, on March 16, 1956.

Virginia

Miss Mary Gertrude Davis, Alpha Chapter, on November 21, 1955, in Newport News.

Mrs. Virginia Moore Green, Eta Chapter, on February 22, 1956, in Roanoke.

Washington

Mrs. Mary C. Brown, Xi Chapter, on March 8, 1956, in Oroville.

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